



Behaviour Policy

(includes –Anti-Bullying, Anti- Racism, Peer on Peer Abuse and Exclusion Policies)

Ratified by Governors
Review September 2022

Aims of this Policy

- To state the roles and responsibilities of all adults when managing children’s behaviour.
- To state the procedures in place for reporting incidents of negative behavior including racism and bullying.
- To state the procedures in place for rewarding and sustaining good behavior.
- To outline all the facets of how positive behavior is encouraged, supported, and sustained.

Our School

At Herrick we Enjoy, with effort we Achieve, friends, teachers, work and the environment all need to be shown Respect. These are the core values which we promote as a staff in a positive and progressive manner to the children of our school.

The Herrick Character

We regard each and every child who comes to our school as unique and special. To help and guide the children in the development of their personalities we have determined a ‘Herrick’ character which focuses on the following aspects:

Courage – finder of the unknown
Integrity – maker of right choices
Citizen – member of the community

Empathy – helper of others
Resilience – never give upper

The definitions of the character aspects we have made ‘child-friendly’ to ensure that they are easily understood by all our children.

As a staff we emphasise these character aspects in our conversations with the children, especially in the classroom and in the playground, as we believe this promotes an environment conducive to the learning we wish to provide for our children.

School Rules

All pupils are expected to follow our school rules to help us to have a calm and well behaved school. Our rules are intended to promote the ethos of our core values as a school and serve to provide a framework for all pupils to support positive outcomes for all aspects of their education. Our agreed school rules are as follows –

- Move around the school sensibly and calmly at all times
- Be polite and well-mannered to children and adults
- Respect and be kind to each other and to the environment of the school
- Listen to each other and respect each other’s points of view
- Respect other people’s property.

Responsibilities:

- To be accountable for your actions
- To respect others

- To speak with manners and listen to the opinion of others
- To work to the best of your ability

Rights:

- To enjoy and contribute to the school
- To be treated equally
- To speak without fear
- To have the freedom to learn

Thus our mission statement, ‘to give each and every child a chance’, our promotion of ‘enjoy, achieve, respect’, the rights and responsibilities charter for each child, and the established and agreed school rules all serve to underpin our behaviour policy and hence the management of behaviour at our school.

Herrick Management Team

The Herrick Management Team is a select group of children who have an influential and important role within our school. Comprised of the School Council (1 representative per class from Year 2 to Year 6), Red Hats (playground helpers), and F.A.B.’s (Friends Against Bullying) they work to help support the positive behavior management of all the children in our school. Each group meets with the pastoral care lead, Mrs Lad

The School Council:

The School Council discuss current school issues and share ideas and thoughts as representatives of their classes. This may include decision making for deciding types of sanctions that should be given for incidents of inappropriate behavior, organizing and conducting school surveys / competitions, suggesting ways to improve the school environment, and evaluating classroom displays and the wider school environment.

Red Hats – Supervised by Mrs Lad

The Red Hats assist in the playground during lunchtimes and in the classrooms during wet play. They are organized and supervised by the Dining Supervisors. Duties may include setting up playground equipment, ensuring everyone has a playground buddy, setting up and playing games with the younger children, monitoring the corridor and dining hall.

F.A.B.’s:

The F.A.B.’s are trained and supervised by Mrs Lad. They assist in the playground each lunchtime (mini F.A.B.’s assist solely in the KS1 playground as they are all in Year 2). They are responsible for ensuring everyone plays nicely together and that everyone in the playground is being treated with respect and kindness. At times KS2 F.A.B.s will assist the Red Hats with setting up equipment and playing games, and acting as a playground buddy.

Every new child to Herrick is assigned a F.A.B. from his/her year group to play with at playtime as a way of ensuring everyone feels welcomed and no one is left out of games or activities. They meet with the Assistant Headteacher at the end of lunchtime to report any incidents and to discuss behavior in the playground and any incidents that may have occurred .

Behaviour in the playground / playtimes

There are 3 playgrounds – Early Years - KS1 – KS2.

The Assistant Headteacher and Lunchtime Supervisors support all aspects of behaviour in the school playgrounds. This includes working with children experiencing difficulties in behaving appropriately, organizing and running activities for children, and collating all records of reported behaviour incidents that have occurred.

Morning playtime is monitored by a teacher and a teaching assistant in KS2, and by a teacher and two teaching assistants in KS1, 2 teachers and 2 TA's in Reception.

Lunchtime playtime is monitored by the Lunchtime Supervisors and/or Headteacher / Assistant Headteacher.

Lunchtime Supervisors meet on the first Monday of each month with the Assistant Headteacher to discuss behaviour in the playgrounds.

As a school we have established a set of playground rules:

- At the end of play time when the whistle blows all children to stand still
- We always use positive language and speak politely at all times
- Play in safe, specified areas
- Ask a member of the F.A.B or Red Hats team should you need any help with anything

End of playtime procedures:

Morning Playtime:

KS1 children – The teacher on duty will call each class to line up.

KS2 children – The teacher on duty will call each class to line up.

Behaviour in the playground is monitored by the teacher and teaching assistant/s present during the morning playtimes (10.20 – 10.40 KS1) (10.20 – 10.40 Y3/4) (10.55 – 11.10 Y5/6)

Lunchtime Playtime:

KS1 children – Teacher on duty at the end of lunch, will blow the whistle - each class to line up.

KS2 children – At the end of lunch, the bell will ring and the children will line up. All teachers and TA's will oversee the children lining up.

Lunchtime Playtime on the field:

During the summer term, weather permitting, the whole school will use the field for lunchtime playtime. For KS1 and KS2 the same activities that the children would be doing in the playground are done on the field, with the addition of there being additional opportunities for children to play balls games such as football at this time as well. The playtime is supervised by the same personnel as would be on the playgrounds.

Behaviour in the classroom

Our Behaviour Protocols and Sanction Guidance are discussed and agreed upon by all children in their respective classes.

All class teachers follow the same procedures for reporting incidents of negative behaviour (*Refer to Appendix 1*) and if necessary the child is given a Monitoring Report Card for up to 2 weeks.

Parents are informed and invited to come into school to discuss their child's behaviour.

Reach for the Stars programme

All classes in KS1 are part of the 'Class Dojo' programme which encourages and rewards positive behaviour as one of its aspects.

Dojo's can be awarded by ALL staff for any positive aspect of academic achievement, effort, politeness or kindness.

A child who collects 10 dojos receives a Bronze Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 30 dojos receives a Silver Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 50 dojos receives a Gold Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 100 dojos receives a Platinum Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 150 dojos receives a Ruby Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

A child who collects 200 dojos receives a Sapphire Certificate, a badge on the Reach for the Stars wall in the KS1 hall, and their name is read out in assembly.

Early Years Reward System

EY have their own reward system

10 stamps - bronze certificate

20 stamps – silver certificate

30 stamps - gold certificate

50 stamps – the children receive a small prize

Class Dojo

This academic year KS2 have introduced Class Dojo as their reward system. Children have been grouped into 'houses' and earn dojos independently and contribute to their group. On this platform children will be able to record electronically, their rewards using their personal avatar - the use of Class Dojo.

The children will have a (pre-recorded) rewards assembly regularly, where their achievements will be celebrated regularly. At the end of the academic year the house with the most Dojos will receive an award.

Phone Home Friday

Each Friday an outstanding child is selected from a class for this special award. The child selected has to have demonstrated aspects of the Herrick character and be a role model to others. The child's achievements are celebrated in the Friday assembly, and then their parents are contacted that afternoon by the Headteacher or Deputy Headteacher.

Bullying

We believe that all pupils and adults within the Herrick Community have the right to develop their learning, skills and knowledge in a safe and supportive environment free from prejudice or discrimination of any kind. (*Refer to Anti-Bullying Policy – Appendix 1*)

Racism

Herrick Primary School is a multi-ethnic School, which aims to fully develop the intellectual, social, creative and spiritual growth of children. We believe that such aims can best be nurtured in a supportive and happy atmosphere in which concern for each other is a keynote. We practice equal opportunities and will not allow any form of racial or religious intolerance.

We value all our children with their families and the historical, culture, and religious diversity that they bring to school community to share each other's rich heritage. We hope that, by pursuing these aims, we shall enable our children to play a full part in our multi-ethnic society.

We want Herrick to be a happy place for all children. This means ensuring that they are never subject to remarks or threats made because of their colour or background.

(Refer to Anti - Racism Policy - Appendix 2)

Peer on Peer Abuse

Herrick Primary School takes Peer on Peer abuse, Child on child, Sexual violence and Harassment very seriously and understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers.

In our school this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as a child who is suffering or likely to suffer significant harm. *(Refer to Peer on Peer Abuse Policy - Appendix 3)*

The reporting of incidents

In the classroom – inappropriate language, incidents, or any behavior which contravenes school and/or classroom rules is recorded on the Behaviour Record chart. All Sanction 2, 3 and 4 will be recorded on CPOMS.

In the playground- inappropriate language, incidents, or any behavior which contravenes school and/or playground rules can be recorded by any supervising adult in the playground. Dining Supervisors record incidents on a Behaviour Record chart which is then passed to the office at the end of every lunchtime. Mrs Aydin record all these incidents and file them in the Behaviour folder.

The Assistant Headteacher reviews all records of reported incidents. The name of the child and nature of the incident is regularly checked and Sanction 2, 3 and 4 incidents are recorded into CPOMS.

Incidents requiring medical attention- children are taken to the First Aid Room. First Aid is administered by the School First Aider (Mrs L Morgan/Mrs Ibrahim), or another qualified member of staff if they are not available. A completed medical slip is always provided to the child after medical attention has been administered. For injuries to the face and/or head, or if the child is in severe pain, has a temperature, or has been sick in school, a courtesy phone call is made to the parents to inform them of the situation.

The follow-up to the reporting of incidents

In the case of incidents that require urgent addressing, the Headteacher/Assistant Headteacher will meet immediately. Each incident and child is treated separately and appropriate follow-up action is discussed and agreed upon. This may include contacting the parents immediately to arrange a meeting with the Headteacher or Assistant Headteacher in the most serious cases, placing the child on a Monitoring Report for a period of time, speaking to the child about the incident, and/or working with the child in class or outside of class.

Sanctions for misconduct / inappropriate behavior

Monitoring Reports:

A child may be placed on a Monitoring Report by any senior member of staff. The reasons for placing a child on report will be always be in relation to the child behaving inappropriately.

Incidents of theft, destruction of school property, physical violence, abuse, racism, bullying, may give cause for the child to be placed on report in addition to other sanctions being imposed.

The length of time the child is placed on report can be one week or two weeks depending on the reason and/or circumstances of the incident and/or child. An accompanying letter to parents informing them of why their child has been placed on a monitoring report is sent home with the child.

The monitoring report is completed for each lesson and playtime for each day that the child is on report. At the end of the monitoring period, the classteacher comments on the progress made during the monitoring time and the child completes the 'self-reflection' section. Parents may also write a comment on the report.

If a child is placed on 3 or more monitoring reports, a meeting will be arranged between the parents and the Headteacher / Assistant Headteacher to discuss the child. A letter is sent out to parents following that meeting detailing the outcomes agreed.

An exclusion may be authorised for the child if it is deemed appropriate to do so. Please refer to our Exclusions Policy (*Appendix D*) for the reasons for exclusion. Involvement and support from the SEMH team will be discussed with parents/carers.

Classroom: Please refer to the above section 'Behaviour in the Classroom' for the sanctions procedures.

Playground: Minor incidents are dealt with by supervising staff at the time. Children may be reminded of what appropriate behaviour should be, asked to apologise for their actions, or be given a 'time-out' for five minutes before rejoining the playtime. All incidents are recorded.

Lunchtime Supervisor:			
Week Commencing: —/—/—	Behaviour (include child's name and class and names of children involved)	Details (who dealt with, action, was Mrs Aydin informed etc.)	Any other Concern
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

All incidents which are reported are dealt with by Senior / Phase leaders and the details will be recorded on CPOMS.

The Behavior Policy, including the sanctions and procedures for reporting and monitoring of incidents, will be reviewed annually.

Behaviour Protocols and Sanction Guidance for Nursery and Reception

		<i>Behaviours to promote and embed</i>	Actions taken to support behaviour	
Recognition of Herrick Character & Learning Attitudes	Positive behaviour/ Learning attitudes	<p style="text-align: center;">Herrick Character</p> <p style="text-align: center;">Integrity – maker of right choices</p> <p style="text-align: center;">Resilient – never give up</p> <p style="text-align: center;">Empathy - helper of others</p>	<p style="text-align: center;">Learning Attitudes</p> <p style="text-align: center;">Investigate Challenge Curiosity Independent Self-confident</p> <p style="text-align: center;">British Values</p> <p style="text-align: center;">Democracy Mutual respect and tolerance Individual liberty The rule of law</p>	<p>-Stickers in passports</p> <p>-Stars</p> <p>-learning attitude award</p> <p>-Phone Home Friday</p> <p>-I am a good learner & good person</p>
Sanctions for Nursery/ Reception		<i>Behaviours that are relevant for sanctions</i>	Supporting children to reflect	Sanctions to be taken
<u>S1- Verbal warning</u>		<p>If a child is not:</p> <ul style="list-style-type: none"> Showing respect to the environment Showing respect to equipment that they are playing with Sharing/ turn taking Using kind words Working collaboratively 	<p>Teacher always explains the expectations and the reason of S1. Teacher ensures that the child is clear why they have received S1 and what is expected</p>	<p>Teacher records in to behaviour book what sanction is given and why</p>
<u>S2- Change of working station</u>		<p>If the child continues the behaviour above, teacher talks to the child and discuss the expectations and asks the child to choose another working station.</p> <p>A continuation of poor behaviour and upsets other children around them, teacher talks to the child and moves the child to be moved to teacher's choice of working station (consider the child's interest and learning).</p> <p>3 (5XS1) = S2</p>	<p>Are they making the right choices?</p> <p>Are they able to work independently?</p>	
<u>S3- Child works with an adult</u>		<p>If the child finds it hard to improve their attitude then the teacher will ask the child to work with an adult for 10- 15 minutes. During this time, the practitioner should encourage the child to reflect on their behaviour and how they could improve it.</p>	<p>Teacher records in to behaviour book what sanction is given and why - After 15 minutes if the child wants to choose another activity, they would be able to work independently again.</p>	
<u>S4- Send child to Phase leader</u>		<p>If a child goes S1 to S4 twice during one day, the child should be sent to a Phase leader.</p> <p>Also if a child hurts their peers or teachers deliberately; if they put their life or their peers' life in danger and not show understanding of consequences.</p>	<p>Teacher should send the child straight to a Phase leader and record the incident onto CPOMS. Parents need to be informed at the end of the day or before if necessary.</p> <p style="background-color: yellow;">Child's disruptive behaviour becomes repetitive teachers should consider to refer the child to SENCO and look for external agencies support and guidance.</p>	

Behaviour Protocols and Sanction Guidance for Key Stage 1 & 2

		<i>Behaviours to promote and embed</i>	Actions taken to support behaviour	
Recognition of Herrick Character & Learning Attitudes	Positive behaviour/Learning attitudes	<p>Herrick Character</p> <p>Integrity – maker of right choices Resilient – never give up Empathy - helper of others Citizen – member of community</p> <p>Learning Attitudes</p> <p>Investigate Challenge Curiosity Independent Self-confident</p> <p>British Values</p> <p>Democracy Mutual respect and tolerance Individual liberty The rule of law</p>	<p>-Stickers in passports -Stars -Learning attitude award -Phone Home Friday -I am a good learner & good person</p>	
Sanctions for Key Stage 2 & Key Stage 1		<i>Behaviours that are relevant for sanctions</i>	Supporting children to reflect	
S1		<p>Showing disrespect through talking over someone (not recognising or valuing others through speaking rudely – low level name calling)</p> <p>Movement or actions that disrupt the working environment of others (continued disturbance – leading to learning for all being affected)</p> <p>Deliberately ignoring teacher instructions without valid explanation (refusing to work, demonstrating insolence, purposely spoiling the work/efforts of individuals or groups)</p> <p>Forgetting learning materials, such as PE kit, musical instruments, homework etc. (continually disregarding reminders/notes home and demonstrating an attitude of 'I don't care')</p>	<p>Are they showing respect/empathy for others?</p> <p>Are they aware they are preventing others from learning? How are they contributing to class/group success (community)?</p> <p>Are they demonstrating courage?</p> <p>Are they developing a good learning attitude?</p>	<p>-Speak with the child and reinforce positive behaviours and expectations of the classroom or playground -All linked to Herrick Character and Learning Attitudes 5 X S1 loses a break time- Parents are informed by the class teacher- Playground conversation with parents/guardians discussing behaviour and concerns</p> <p>Teacher also informs Phase Leader</p> <p>5 x S1 is recorded on CPOMS</p>
S2		<p>Being absent from class without gaining permission (placing oneself or others in harm's way – actions impacting on members of the class and the teacher – collecting coats and bags/ equipment outside of the class/lunchboxes etc.)</p> <p>Choosing to waste learning time through inappropriate choices (wasteful use of resources, damaging equipment or property-small items, actions which reflect poor decision making)</p> <p>Use of inappropriate language/behaviour that is perceived as hurtful or disrespectful to others (low level incidents such as; talking back, body language, sulking etc.)</p> <p>Not taking responsibility for learning resources (irresponsible behaviour leading to damage of iPad, PE equipment etc.)</p> <p>3 sets of (5 X S1) = S2</p>	<p>Are they making the right choices?</p> <p>Are they able to work independently?</p> <p>Are they aware of mutual respect and tolerance?</p> <p><u>Are they aware of the 'rule of law'?</u></p>	<p>Teacher to send the child straight to a Phase leader</p> <p>-They need to catch up on missed learning time. Once done so, conversation linked to Herrick Character and Learning Attitudes</p> <p>First S2- loses a break time</p> <p>Third set of (5X S1) = S2 or</p> <p>2 X S2-Loses a lunch time. P/L to inform Asst. Head. Parents receive a letter to inform that their child has moved on to the second stage of the behaviour monitoring system.</p> <p>Logged on CPOMS.</p>
3		<p><u>An accumulation of 4 sets of 5 Yellow sanctions(S1) leads to S3(Red)</u></p> <p><u>An accumulation of 3 Amber sanctions(S2) leads to S3(Red)</u></p> <p><u>An accumulation of 2 Red sanctions(S3) leads to S4(Black)</u></p>	<p>Sent to Headteacher/Asst. Head for -Referral to Behaviour Mentor -Pastoral care is offered Parents are invited into school to meet with the Headteacher / Asst. Head.</p> <p>Persistent behaviours that are deemed to be of this level will result in being placed on a 2 week Phase Behaviour Monitoring Report – During Monitoring Card weeks , Child will miss break and lunch time at first week. Logged on CPOMS. After Behaviour Monitoring card, the cycle starts again (From the first stage)</p>	
4 – Urgent action needed		<ul style="list-style-type: none"> • Racism • Unwanted physical contact • Swearing/threatening behaviour • Extremist language/behaviours • Cyberbullying • Homophobic language • Violence • Vandalism 	<p>-Sent to Headteacher -Parents are invited into school and child will be put on 2 week Head teacher's Behaviour Monitoring Report at the discretion of the CLT- During Monitoring Card weeks, Child will miss break and lunch time at first week. -Logged on CPOMS (if child receives 3 monitoring cards- SENCO ad class teacher will fill a concern form and look for external agencies support such as SEMHS)</p>	

Note: Teachers to use the Behaviour Record Chart to record weekly incidents.
Phase leaders to collect these charts on a Friday.

Our vision at Herrick Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of terms

What is bullying?

Herrick Primary School adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: Preventing and Tackling Bullying Guidance for Schools, DfE, 2011

Bullying is the use of aggression with the intention of hurting another person; resulting in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation.

Herrick Primary School will not tolerate any forms of prejudice that includes verbal comments and harmful attitude related to sexuality, sex and gender identity.

Bullying can be:

<i>Emotional</i>	e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing
<i>Physical</i>	e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around
<i>Racist</i>	e.g. racial taunts, graffiti, gestures
<i>Sexual</i>	e.g. unwanted physical contact or sexually abusive comments
<i>Homophobic</i>	e.g. associated with or focused on the issue of sexuality
<i>Verbal</i>	e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky
<i>Cyber</i>	e.g. E-mail or text bullying, bullying through a social network or a 3rd party
<i>Material</i>	e.g. repeatedly damaging belongings, extortion.

Bullying can also be directed towards those with a disability, or special educational need, those of a certain faith or religious belief and LGBTQ.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously e.g. being picked on, taking advantage of another person.

School is aware that it is a possibility that the bully may be an adult and will follow the local Child Protection procedures where this is the case.

As a school we also define bullying to be an action perceived as:

S.T.O.P. – Several Times On Purpose.

We expect that children will: S.T.O.P. Start Telling Other People

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable
- Explain to staff, students and school community *why bullying and harassment occur and their impact on individuals and the school as a whole*
- *Provide a secure, stimulating, positive, mutually respectful & inclusive environment*

As a school we:

- Involve the Herrick Management Team in any planning, discussion and dissemination of any work related to anti-bullying, directly including the F.A.B.'s (Friends Against Bullying) in KS2 and Mini-F.A.B.'s in KS1.
- Have in place an anti-bullying support system. Victims or pupils/staff who are aware of bullying can report incidents to any member of staff or F.A.B./Mini-F.A.B. who will then report the incident to the Behaviour Mentor and/or Anti-Bullying Champion. They will then work with the victim and the perpetrator to recognise what has happened and then help them, through a variety of means (e.g. counselling) , to ensure all parties can agree a resolution to the issue.
- Regularly monitor and review the policy to ensure it is up to date and relevant to our school community. This is done by the Senior Management of the school through consultation with the Herrick Management Team at least once a term.

Practice and Procedures

What do we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules as follows:

Herrick Primary School Rules

- Move around the school sensibly and calmly
- Be polite and well mannered at all times
- Respect and be kind to each other
- Listen to each other and respect each other's points of view
- Respect other people's property and the school environment

and that we support our Rules & Responsibilities as shown on our Herrick School Agreement. All members of the school community are expected to report incidents of bullying. On entering the

school each new pupil is allocated a special friend in their class and a personal FAB mentor in the playground. There will also be a link TA that the pupil will be introduced to as a point of contact.

1. Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Staff share a collective responsibility to adhere to the anti-bullying policy put in place, and to follow the appropriate procedures for reporting and recording any incidents of bullying.

Staff We expect staff will:

- Provide children with a framework of behaviour including class rules which supports an up to date whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through assemblies, stories, role-play, discussion, peer support, School Council, PSHE, RE, JIGSAW
- All adults in school to understand that bullying can be perceived as S.T.O.P. - Several Times On Purpose; and can use S.T.O.P - Start Telling Other People as a form of informing.
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management
- Promote and support the Friends Against Bullying (FAB) programme in KS1 and KS2. Children will be knowledgeable of their rights and responsibilities from an early age and so this will become embedded into the children's ethos and philosophy of positive behaviour.
- Promote anti-bullying philosophies through activities such as Anti-Bullying Week; class and school 'Rights and Responsibilities Charter';
- Provide activities / resources at playtime and lunchtime, supervising activities and encouraging positive behaviour.

2. Parents/Carers We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys school and is safe at school: This is done through -

- Supporting us in helping to meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about any aspect of their child's behaviour, both positive and negative, initially through the class teacher, though this can be through any member of Senior Management.
- Be informed about who can be contacted if they have any concerns about bullying and/or report any form of bullying that they feel is taking place or has taken place. Class teachers will inform parents of this.
- Should a parent become aware of any incident of bullying taking place within school they have a responsibility to notify a member of a staff with their concerns.

3. Governors We expect that governors will:

- Support the Head teacher and the staff in the implementation of this policy
- Be fully informed on matters concerning anti-bullying

4. Children We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.(e.g. via School Council, FAB etc)

- Be involved in the monitoring and review of the policy, this is done twice a term through Herrick Management Teach meetings.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Contribute to surveys when asked

As a school we work to prevent bullying through a range of different means. These include having our F.A.B. groups (Friends Against Bullying) work in the playground each breaktime and lunchtime (KS1 and KS2), Phase and whole-school assemblies, consulting with the children in our Herrick Management Team, and through the teaching of Jigsaw. programme which is taught to all groups as part of the PSHEC curriculum.

Reacting to a specific incident

Recording

Incidents at playtime are reported by the FABs (yellow hats), to the lunchtime supervisors. This information of incidents are to be recorded in the Behaviour Record chart kept by each lunchtime supervisors.

A named person will be allocated to the incident. Where incidents are clearly identified as bullying this must be reported to a senior member of staff (Headteacher/Assistant Head teacher /Phase leader). The named person will monitor and update staff as to outcome for both parties involved in the incident.

Parents (of both bully and person bullied) are informed of what has happened, and how it has been dealt with. Records of discussions to be filed on CPOMS.

Confidential Reporting of Incidents

All children in the school are aware of the 'being me, being happy, being safe' box located in their class, where they can submit a confidential note informing the Anti-Bullying Champion (Mrs A Aydin), of an incident of bullying that has occurred towards them. Teachers will check the boxes regularly and inform Mrs Aydin who will follow up on any reported incidents.

Children can report to any adult if they feel they are being bullied. This information will then be passed to Mrs Aydin who will then follow the appropriate course of action.

Dealing with an Incident

Whenever a bullying incident is reported the school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school it has been taken seriously and action has resulted.

- A child will be able to tell any member of the school community of any type of bullying that they feel has happened either to themselves or as a witness to an incident.
- The Anti-Bullying Champion is Mrs A Aydin whose role it is to promote the anti-bullying ethos of the school. She will hold twice termly consultation meetings with the Herrick Management Team regarding bullying, reviewing the policy etc., and monitor the effectiveness of systems in place for reporting and resolving bullying in our school. He will also be involved in any meeting with parents regarding bullying.

- The school council member may submit a form that they have received a bullying complaint.
- With all forms of initial reporting the incident is to be logged and then sent through the line management.

2. School expects to support all involved by:

- Having a named person that will monitor the incidents of bullying in school (Mrs Aydin)
- Talking through the incident with all parties involved
- Helping the both parties to express their feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends with the pupil causing the bullying and the pupil being bullied ensuring that agreements are sustained.

3. Nevertheless sanctions may include:

- Time away from an activity within the classroom
- Time away from the classroom
- Missing break or another activity
- Formal letter home from the Head teacher expressing concerns, where the pattern of behaviour continues
- Meeting with staff, parent and child
- Pastoral Support Plan
- Fixed-term exclusion
- Permanent exclusion

4. Parents (of both pupil causing the bullying and person bullied)

- are informed of what has happened, and how it has been dealt with.
- Records of these discussions to be minuted and filed.
- Failing face-to face discussion, parents/carers will be informed of any incidents by letter

5. Child Protection procedures

- will always be followed when concerns arise. (Refer to Safeguarding Policy)

6. Witnesses

- The role of witnesses and bystanders are valued in order to validate what has taken place from impartial points of view.

7. Supporting the Victim

The school support the victim in many ways through school policy, the use of the FAB and Red Hat systems and the monitoring of children after an incident with TAs and lunchtime supervisors who then communicate information along the chain of line management. This is communicated to the parents through the class teacher. All incidents are followed up as a matter of routine by Mrs Aydin or Headteacher if necessary.

8. Supporting the Perpretrator

The school will support the perpretrator of the bullying through the following ways as and when deemed appropriate for each individual pupil and dependant on the circumstances. These range from, regular counselling with Mrs Aydin, a behaviour contract, working with the parents to promote positive behaviour in school.

Recording of Incidents

Reported incidents of bullying can be recorded in the following ways –

- a) Teachers – who will then pass the information on to Mrs Aydin via CPOMS.
- b) Lunchtime Supervisors – who will record the information on their Behaviour Chart and pass it to Mrs Aydin by the end of their duties.
- c) FAB group – Report verbally to Mrs Aydin

Mrs Aydin is responsible for coordinating the recording system and reviews all reported instances of bullying.

Monitoring

Trends and strategies are analysed through CPOMS reporting for inclusion in the Headteacher's reports to governors.

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following school year.

Policy Monitoring

- The Staff and School Council review the Policy
- Annual initiatives reported to Governors
- Liaison with parents
- Data from the monitoring and recording scheme on the SIMS system

Appendix 2

Anti-Racist Policy

Herrick Primary School is a multi-ethnic School, which aims to fully develop the intellectual, social, creative and spiritual growth of children. We believe that such aims can best be nurtured in a supportive and happy atmosphere in which concern for each other is a keynote. We practice equal opportunities and will not allow any form of racial or religious intolerance.

We value all our children with their families and the historical, culture, and religious diversity that they bring in to school community to share each other's rich heritage and delight in it. We hope that, by pursuing these aims, we shall enable our children to play a full part in our multi-ethnic society.

We want Herrick to be a happy place for all children. This means ensuring that they are never subject to remarks or threats made because of their colour or background.

- We will not allow the following sort of behaviour.
- Attacks on other children for any reason.
- Name calling, insulting remarks, jokes that are based upon another person's colour, religion, culture or background.
- Writing racist remarks or symbols
- Making threats against people because of their colour, religion, culture or background.

All these kinds of behaviour will be treated with extreme seriousness by all who work in our school community. All cases will be logged, referred and appropriate action will be taken.

In some instances this may simply be a discussion as to why this is a wrong way to behave and in other cases we feel that it may be necessary to impose sanctions until this behaviour has stopped.

In school cases, if the behaviour continues, we will call in the parents to discuss a child's behaviour, in order to increase an awareness of the cruelty involved in racist threats.

The victim of racial harassment will be offered support if necessary.

Racist comments by any adults in the school will be referred to the Head and appropriate measures will be taken.

We want children and their parents to know we will not tolerate racist behaviour in our school. Governors will be kept informed of racist incidents and the actions taken to deal with them.

The school community will try to do all that it can to work closely with the organisations and groups that represent people of different religions, languages and cultures.



Peer-on-Peer Abuse Policy

(Including Sexual Violence and Sexual Harassment between children)

Ratified by Governors
Review November 2024

1. Context, Scope and Definitions

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Minimising the impact of certain behaviours created an environment that is accepting of unsafe behaviours and invalidated the victims experiences, which can stop them from receiving support and impact them in all stages of their life. eg, dismissing sexual harassment as humour, an inevitable part of growing up, or excused as child exploration can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children not coming forward to report it abuse or blaming themselves for what has happened (KCSIE 21).

Herrick Primary School staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm
- Be indicative of concerns within the life of the child who perpetuates the behaviour e.g. Safeguarding concerns

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse, witnessing or suffering from abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their

Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2021 states that

‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with’.

It also emphasises that the voice of the child must be heard:

‘Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all system and processes should operate with the best interests of the child at their heart.’

Peer on Peer abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Herrick Primary School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child’s emotional and mental health and well-being. We also understand that as staff, we must recognise when we are unable to make decisions that are beyond our capacity, and will ensure that the appropriate or external body is informed when necessary e.g. local Police, SEMH services etc.

3. Purpose of Policy

The purpose of this policy is to explore some forms of peer on peer abuse. The policy also includes a planned and supportive response to the issues.

At Herrick Primary School, we have the following policies in place that should be read in conjunction with this policy:

- 3.1 Anti-Bullying including Online Bullying Policy
- 3.2 Safeguarding and Child Protection Policy
- 3.3 Managing Allegations / Whistleblowing Policy
- 3.4 Behaviour Policy
- 3.5 Health & Safety Policy
- 3.6 Online Safety Policy, Statement and Procedures

4. Framework and Legislation

This policy is supported by the key principle of the Children’s Act (1989) that the child’s welfare is paramount. Another key document is Working Together to Safeguard Children (2018), which highlights that every assessment of a child ‘must be informed by the views of the child’. (WTtSC; 2018, 21) This is reiterated by Keeping Children Safe in Education (2021) through ensuring procedures are in place in schools that emphasise the importance of the child’s voice.

5. Abuse and harmful behaviour

It is necessary to consider:

- what abuse is and what it looks like
- how it can be managed

- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse, even when a child is the perpetrator(s). Abuse should never be tolerated or mistaken as humour or 'a part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Peer-on-Peer abuse should be taken as seriously as abuse inflicted by adults and should be subjected to the same child protection procedures and dealt with the same severity.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence, harassment and assault; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of websites and technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime, including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator(s) is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have had considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be subjected to (or be at risk of) significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address their needs along with any intervention strategy put in place.

6. Types of abuse

Herrick Primary School has a zero tolerance policy towards abuse, sexual violence and harassment. It is never acceptable and will not be tolerated. There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1 *Physical abuse*

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

6.2 *Sexual violence and sexual harassment*

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

With consideration of;

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- MASH referral 65.3. page 28

- Reporting to the police 65.4, Page 29

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching or indecent exposure
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as humour, “part of growing up”, or “just having a laugh”; and
- Challenging behaviours (potentially criminal in nature), such as physical assault. Dismissing or tolerating such behaviours risks normalising these behaviours.
- **Upskirting:** where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any gender, can be a victim.

6.3 *Bullying*

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered as bullying, the behaviour must be seek to harm, intimidate or coerce with malicious intent and includes:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once, Bullying enacted by a group of people towards a specific person is considered bullying even if each individual within the group acted only once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, religion, and may exclude someone from a group on purpose. Staff must be aware that bullying and discrimination against someone who has a protected characteristic is against the law (The Equality Act, 2010) and any discrimination or harassment founded on protected characteristics must be dealt with seriously and effectively.

6.4 *Online Bullying*

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity or gaining access to someone's online accounts to send messages.
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm, or inflict harm upon other
- Pressuring children to send sexual messages or engaging in sexual conversations
- Doxxing – when someone finds someone's personal information and share it online. This is often used to scare children and can be used as blackmail.

Parents and staff must be aware that there are many different forms of social media that are popular with young children, this can include online chat functions available on video games (i.e. XBOX Live) and that these online chat functions can leave children vulnerable to harassment and bullying from strangers.

6.5 *Sexting / Sharing nude or indecent imagery*

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services. Indecent imagery can be coerced from children. Sexting refers to both consensual and non-consensual creation and sharing of explicit content.

Sexting and sharing nude or indecent images by school aged pupils is **always** illegal. Even if the content was created by a child, both the child who created the images and the person who received them can be investigated. Non-consensual creation and sharing of explicit images, especially when the victim is being depicted in these images, is always illegal.

The NSPCC states:

It's a criminal offence to create or share explicit images of a child, even if the person doing it is a child. If sexting is reported to the police, they will make a record but may decide not take any formal action against a young person.¹

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This **must always be referred** immediately to the Designated Safeguarding Lead DSL will follow the UKCIS: Sexting in schools and colleges 2016 guidance.²

6.6 *Initiation/Hazing*

Hazing is a form of initiation ceremony, which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something

¹ <https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals>

in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

6.7 *Prejudiced Behaviour*

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. For example, disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Misogynistic and gender based discrimination should also be reported on. It should not be mistaken as a “cultural view”. Misogyny and gender based discrimination can lead to and perpetuates gender based violence. Behaviour should be stopped and views should be challenged at the earliest sign of an issue.

See 6.3 for Bullying related to people with protected characteristics.

7. **Expected staff action**

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions. It is best practice to inform the DSL of any allegation in relation to this policy as they may have more information or background knowledge that would increase the severity of the allegation in question.

Staff should clarify the following:

- Victims should be reassured that they are being taken seriously and that they will be supported and kept safe. They should not be given the impression that they are creating a problem or made to feel ashamed for making a report
- All staff should be aware of the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Staff should be vigilant as multiple safeguarding issues will overlap one another

Staff must be aware of the following:

- Be aware of the risk factors that increase the likelihood of involvement in serious violence.
- Staff must recognise that peer-on-peer abuse may be happening without it being reported, so sensitivity must be taken when it is to promote future reporting of abuse.
- **Do not wait for a child to make a disclosure if you have concerns.** You may overhear a conversation that is concerning between children, this is grounds to make a report to the DSL.
- If you have been made aware of abuse that has taken place outside of school, it is your duty and responsibility to make the DSL aware.

8. **Recognising peer abuse**

An assessment of an incident between peers should be completed by the DSL and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person’s motivation or reason for the behaviour, if they admit that it occurred

- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get accurate statements and uncover the truth. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. This includes verbal and non-verbal communication, which includes but is not limited to; facial expressions, tone of voice and hand gestures. Avoid language that may create a 'blame' culture and leave a child labelled.

It is important to consider that if this is the first report a child has made, it is not necessarily the first instance of abuse. The physiological impact abuse has on children can also affect memory; children may be unable to remember specific times, dates or what happened before or after the incident. Highly stressful situations also impact memory and recall of incidences, and staff should be aware of this when documenting a report.

In cases of child-on-child sexual violence and harassment, it is important to remember that girls are more likely to be victims and boys are more likely to be perpetrator(s). There is still a possibility for girls to be perpetrator(s) and boys to be victims, and judgement on whether or not child-on-child sexual violence and harassment has occurred should not be indicative of the gender of the victim or perpetrator(s).

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters. In instances where a child has a disability, it is beneficial for their 1:1 support to be present during any conversation.

Written records must be kept of all conversations. This can include transcripts of recordings where deemed necessary or requested by the victim or parents.

8.1 *Taking Action*

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator(s)
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken
- Keep in mind that certain children may face additional barriers to recording incidences because of a child's vulnerability, disability, gender, ethnicity and/or sexual orientation. Some characteristics that are not visible may not have been disclosed to the school.

8.2 *Recording sexualised behaviour*

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks.
- Note where and when the incident happened and whether anyone else was around.

8.3 *Gather the Facts*

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

The KCSIE (2021) has been updated to say that staff can ask children outright if they have been harmed and what the nature of this harm was. Sensitivity must be taken when asking children and the language used must be thought through to avoid unnecessary harm, perception of blame and to not be accusatory.

It is best to keep children involved separated so they are not influenced or coached to change their statements. It is also important to keep victims and alleged perpetrators apart during and after investigations, both during school and in after school activities i.e. clubs.

8.4 Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

8.5 Decide on your next course of action

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If Multi Agency Safeguarding Arrangements (MASA) and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

8.6 Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

9.1 What is the age of the children involved? This includes developmental age and understanding when working with SEND children.

How old are the children involved in the incident and is there any age difference between those involved?

In relation to sexual exploration, touching or inappropriate behaviour, children under the age of 5 may show a particular interest in exploration at around this stage. Children at these stages are taught about privacy and respect for others with in a way that is age appropriate, so any instances relating to this must not be overlooked.

9.2 Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more, supervision required within this particular area?

9.3 What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident? What is the effect on the young people involved? If the incident follows the definition of bullying, has it happened before? Is the version of one young person different from another and why?

9.4 What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

9.5 Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been dealt with and appropriately resolved? Does it warrant further investigation or has it increased in severity overtime?

10. Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse and inappropriate behaviour do not occur again and consider the support and intervention required for those involved.

10.1 *For the young person who has been harmed*

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents concern bullying, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc.

If many instances of the same behaviours occur within a class, year group or key stage, the school must look at implementing a whole class/year/key stage approach to tackle the behaviour and to give support for individuals who have been victimised by this behaviour.

It is imperative that members of staff recognise when the support that is necessary for a child goes further than they are qualified to give, and thus must contact the appropriate organisations in order to support the child.

For victims of peer-on-peer abuse, and child-on-child sexual violence and harassment, victims will likely find the experience distressing and it is likely to have an impact on their education.

10.2 *For the young person who has displayed harmful behaviour*

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important for the child to receive a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation, it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in

further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

In cases where children have perpetrated sexually inappropriate or explicit behaviour that is beyond their scope of understanding e.g. words or phrases they do not understand the meaning of, it is imperative for DSL's to contact appropriate agencies, as this can be a sign of sexual abuse in the child enacting these behaviours. The NHS lists the following as a sign of child sexual abuse and exploitation:

Sexually inappropriate behaviour – children who have been abused may behave in sexually inappropriate ways or use sexually explicit language.³

10.3 After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

If further instances occur following this, the impact of the child must be viewed in light of previous victimisation or perpetration when looking at next steps for all children involved.

In response to sexual harassment and abuse, the DSL should also consider the likelihood that incidences have happened before without being reported and should consider if there are other victims. The DSL must also balance the victims wishes with their need to safeguard the child e.g. you cannot promise a child that it will be a secret, but if a child is explicit that they do not want an apology from the perpetrator(s) or wish that they leave them alone in future, this can be accommodated.

The outcome of all investigations should inform how we, as a school, proceed with allegations and reports. All policies are subject to change at any time as an outcome of an investigation, allegation or report.

11. Preventative Strategies

Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse.

PSHE and RSHE are cornerstones for preventative strategies, as making children aware of themselves and what is and is not acceptable is imperative to safeguarding. If a child does not know or understand that something is wrong, they are less likely to report it.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as humour or 'growing up' or compare a child's experiences to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action. It is important for staff to understand that new laws and regulations are written to protect children

³ <https://www.nhs.uk/live-well/healthy-body/spotting-signs-of-child-sexual-abuse/>

and attitudes towards behaviour changes as more research comes forward. It is important to follow the guidelines and to adjust attitudes accordingly for the safety and protection of all children.

Children and young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

12. Where to go for further information

- 12.1 DfE: Statutory guidance: Working together to safeguard children, 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 12.2 DfE: Statutory guidance: Keeping children safe in education, September 2020
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 12.3 DfE Guidance: Sexual violence & sexual harassment between children in schools May 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- 12.4 DfE: Searching, screening and confiscation at school, January 2018
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 12.5 DfE: Preventing and Tackling Bullying, July 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 12.6 DfE: Statutory guidance School exclusion, May 2020
<https://www.gov.uk/government/publications/school-exclusion>
- 12.7 DfE: Teaching Online Safety in Schools, June 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 12.8 DfE: Relationship Education and Relationship and Sex Education, July 2020
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
- 12.9 DfE: Behaviour and discipline in schools, July 2020
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- 12.10 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 12.11 DfE: Children Missing Education, September 2016
<https://www.gov.uk/government/publications/children-missing-education>
- 12.12 DfE: Cyberbullying: Advice for headteachers and school staff, November 2014
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- 12.13 DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 12.14 NSPCC Safeguarding and child protection self assessment to help schools and organisations:
<https://learning.nspcc.org.uk/safeguarding-self-assessment-tool>
- 12.15 UK Council for Child Internet Safety (UKCCIS) <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- 12.16 UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759004/Tackling_race_and_faith_targeted_bullying_face_to_face_and_online_-_a_guide.pdf
- 12.17 London Child Protection Procedures, edition 5, 2018 <http://www.londoncp.co.uk/>
- 12.18 Havering: Online CSE toolkit <https://www.havering.gov.uk/Pages/Services/Sexualxploitation.aspx>
- 12.19 Brook Traffic Light Tool - <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>
- 12.20 Gov.uk: Equality Act 2010: advice for schools <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- 12.21 Key messages from research on children and young people who display harmful sexual behaviour
<https://www.csacentre.org.uk/resources/key-messages/harmful-sexual-behaviour/>
- 12.22 NPCC- When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Appendix A – Risk and Considerations for allegations and instances of Peer-on-Peer abuse (for person assessing incident i.e. DSL)

Basic information	
Referrer Name and role	
Referrer Contact details (email address and phone number)	
Name of school(s) for victim(s)	
Name of school(s) for child/ren alleged to have caused harm.	
Did incident occur on school premises? If not, where did the incident occur?	

CONSIDERATIONS	RISK (consider victim, child alleged to have caused harm, other pupils & staff)	RISK LEVEL (H/M/L)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (H/M/L)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSiE and DFE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (eg; bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times? Do they share peer/friendship groups?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Next steps:

Further action taken by the school or college: Please complete for each child involved.

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school, and to maintain an appropriate education environment in which all can learn and succeed
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- (c) Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:
 - Verbal abuse to staff and others
 - Verbal abuse to pupils
 - Physical abuse to/attack on staff - Physical abuse to/attack on pupils
 - Indecent behaviour
 - Damage to property - Theft
 - Misuse of other substances
 - Serious actual / threatened violence against another pupil or a member of staff
 - Sexual abuse or sexual harassment including Peer on Peer abuse
 - Carrying an offensive weapon
 - Arson
 - Upskirting
 - Sexting
 - Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Exclusion procedure

Most exclusions are of a fixed term nature and short duration (usually between 1 / 3 days).

The DfES regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual / threatened violence against another pupil or a member of staff
 - Peer on Peer abuse
 - Sexual abuse or sexual harassment
 - Vandalism or Arson
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 193 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him".
 - The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Head is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, exclusion will be the outcome.