Behaviour Policy

(includes –Anti-Bullying, Anti- Racism, Child on Child Abuse and Exclusion Policies
Searching, Screening & Confiscation Policy as Appendix)

Ratified by Governors
Review September 2025

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 promote: Being me, being safe and being happy. We share and support all British values with 'mutual respect' and 'individual liberty' central to our ethos of, 'to give each and everyone a chance'. 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   Empathy – helper of others
Integrity – maker of right choices   Resilience – never giver upper
Citizen – member of the community

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.

Learning Attitudes

We have 5 learning attitudes that we emphasise in our lessons in the classroom, as we believe if a child's work rate in class is to a high standard, they will make good progress and be awarded positive points.

I am curious   I am independent   I like a challenge   I like to investigate   I am confident

Focusing on the children

In every classroom there is a red box for children to leave notes, with just their initials, for the teacher to pick up. We remind all our children regularly of our 'Being Me' (celebrate you), 'Being Safe' (information on keeping safe), 'Being Happy' scheme.

All staff are made aware of current safeguarding initiatives. We are a school that promotes a culture of vigilance and hold the belief that issues related to safeguarding are 'happening'.

The 'Jigsaw' programme is a PSHE scheme, which supports understanding and reflection on concepts linked to:

- Being Me in My World

- Celebrating Difference

- Dreams & Goals

- Healthy Me

- Relationships

- Changing Me

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.

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 Pastoral Care Lead
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 Pastoral Care Lead. 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 buddy 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.

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

De-escalation and Non-Confrontational Approach:

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's mission and key principles.

A Non-Confrontational Approach

How can I help? There is no one right or wrong way of responding. However, with trial and error it usually is possible to learn which approach tends to work best for an individual in a particular situation. The following ABC guidelines should help.

Step 1. Think 'Why'

Why might this be happening. For example, a child with specific learning difficulties or language delay may have difficulties understanding concepts and remembering what they have been told. They may find it hard to control their feeling and behaviour in a certain period of the day for example during transition

Avoid confrontation Confronting the child with their mistakes is unlikely to help. It creates a negative atmosphere for no benefit. A neutral approach can help keep the peace. This involves giving a non-committal response to mistakes, for example "Oh really" or "I don't know" rather than using lengthy arguments, discussion or correction. It is important though not actively to mislead the person by giving wrong information.

Be practical It sometimes is possible to anticipate situations that cause problems and to avoid them. When a problem does arise, there may be something practical you can do to ease the situation.

Clarify the feelings and comfort If the person is anxious or upset clarifying their feelings and showing you care may help. "You seem worried. Can I help?" "I can see you're frustrated. It's very difficult at the moment isn't it?".

These de-escalations techniques;

• *Communication/verbal advice and support*- Early intervention needs to be clear, positive and non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be nonthreatening, calm and assured. Staff should seek to support a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation

• *Belonging* - for student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. Reject the behaviour not the person by showing that you care despite the difficulties

• *Distraction/redirection* – divert the student's attention from a potentially inflammatory situation to something in which he/she has an interest

• *Reassurance* – support, comfort and encourage a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment

• *Planned ignoring* – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment

• *Time out* – rooms have been made available to allow student 'space' 1:1; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience. Outside space can also be utilised e.g. school field.

• *Withdrawal* – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in an available Quiet Room or an outside space.

• *Humour* – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student

• *Calm talking stance* – staff should endeavour to maintain a calm, confident and objective approach in conflict situations

• _Negotiation/being objective_ – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved

• _Transfer adult_ – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of the situation may diffuse the issue. This should be done leaving enough staff to control the situation.

• _Success reminder_ – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good

• Support through daily routine – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours

Physical intervention

Pupils will, occasionally make choices that compromise the safety of themselves and others or cause significant damage to the school building or public/private property. At such time it may be necessary to use Team-Teach positive handling techniques.

These are the only techniques that will be used and should be used as a last resort when all of the above strategies have been exhausted, or a situation has developed rapidly which demands immediate physical intervention. Staff members will judge when this is a necessary intervention and will be responded to using a method that is that is appropriate, reasonable and proportionate whilst limiting the risks to those concerned. Each episode will have one of the following features:

• The pupil concerned will be at risk of harm or of harming others.

• The pupil is causing extreme disruption or making it impossible for the school to operate effectively.

 • Staff deem that the pupil's behaviour is likely to escalate to a point where they and others may be at risk of harm.

• The pupil is likely to commit a criminal offence.

The aim of all staff at Herrick Primary School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. A member of CLT will always be available to support onsite.

Physical Intervention data is recorded and stored on CPOMS. CLT regularly review physical intervention data throughout the academic year to actively develop strategies/interventions to reduce all physical interventions.

Appendix

1 Positive Communication Plan- My plan

2 Reflection sheets for Early Years& KS1 and KS2

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 2 teaching assistants in KS2, and by a teacher and two teaching assistants in KS1, 1 teacher and 2 TA's in Reception.

Lunchtime 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)   (10.50 – 11.10 Y5/6)

Lunchtime Playtime:

KS1 children – The lunchtime supervisor blows the whistle at 1 pm for children to tidy up the equipment. Then Year 1 and year 2 children take turn to wash their hands. The handwashing session is supervised by the lunchtime supervisors. Teacher on duty at the end of lunch, will blow the whistle - each class to line up.

KS2 children – The lunchtime supervisor blows the whistle at 1:00 pm for children to tidy up the equipment. Teacher on duty at the end of lunch, will blow the whistle - each class to line up.
The teacher on duty and the Cool Down leaders will lead the Cool Down session

Lunchtime on the field:

During the summer term, weather permitting, the whole school will use the field for lunchtime. 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 and Learning Attitudes Protocol 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.

The reporting of incidents

In the classroom – inappropriate language, incidents, or any behavior which contravenes school, classroom rules and/or Learning Attitudes is recorded on the Learning Attitudes and Behaviour booklet. The teachers will bring Learning Attitudes and Behaviour booklets in to Look Forward meeting on Friday. All Sanction 2, 3 and 4 and LA 3,4 and 5 will be recorded on CPOMS by the class teacher. The Headteacher /Asistant Headteacher will contact parents and inform the parents of the sanction. The Headteacher/Assistant Headteacher will complete the action 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 card which is then passed to the office at the end of every lunchtime. 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 by the Assistant Headteacher.

Incidents requiring medical attention - children are taken to the First Aid Room. First Aid is administered by the School First Aider (Mrs Ibrahim/ Mrs Pandya), 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 class teacher comments on the progress made during the monitoring time and the child completes the 'self-reflection' sheet with the Assistant Head/ Pastoral Lead. 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 on Behaviour Record card by lunchtime supervisor which is then passed to the office at the end of every lunchtime.

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

Early Years Reward System

EYFS 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

 KS1 and KS2 use Class Dojo as their reward system. On this platform children will be able to record electronically, their rewards using their personal avatar - the use of Class Dojo. In KS2, children have been grouped into 'houses' and earn dojos independently and contribute to their group.

The children will have a 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.

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.

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 out 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)*

Child on Child Abuse

Herrick Primary School takes Child on Child abuse, Sexual violence and Harrassment 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 Child on Child Abuse Policy - Appendix 3 and KCSIE Part 5)*

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

Learning Attitudes

If my work rate in class is to a high standard, I will make good progress and be awarded positive points.

If my **learning attitude** in class is stopping me from giving my best, the following will happen:

How to get my **learning attitude** back on track:

	Pupil Action	Teacher Action	Restorative Action from the child	
LA1 (in a single lesson)	• My work within a lesson is not completed to a high standard	• Teacher will discuss this with me • Help given if needed • Warning given	• Listen carefully to the help given • Apologise if needed • Get back on task and focus on completing the work before the end of the lesson	•
LA2 (in a single lesson)	• My work within the lesson remains incomplete or below standard at the end of the lesson	• Teacher will ask me to complete or redo the work at home •	• Apologise • Ask for help if I still do not understand the task • Complete work to the highest standard at home and hand it in next lesson	•
LA3	• Work is not completed work from the last lesson • My lack of effort has resulted in me underachieving on an assessment • Receive two S1 in a subject per half term	• Teacher will discuss this with me • Parents will be contacted • Additional materials given to redo or complete work at home	• Apologise • Discuss with teacher • Discuss with parents • Ask teacher for help if required • Complete the work and hand in next lesson	•

School Action

	Pupil Action	School Action	Restorative Action from the child	
LA4	• Within my lessons I continue to produce little or poor quality work • My progress is below expectation at a **progress check**	• AA will phone my parents • I will be put on report • A support pack will be provided to be completed at home or in intervention group	• Discuss with parents • Complete my report • Complete the study support pack at home or after school in Study Support sessions I have been booked into	•
LA5	• My work continues to be very poor and I fail my report	• Meeting in school with parents • A support plan will be written	• Attend meeting with parents • Attend all recovery plan sessions and complete recovery pack to a high standard • Complete report card to the highest standard	•

Behaviour Protocols and Sanction Guidance for Nursery and Reception

		Behaviours to promote and embed			Actions taken to support behaviour
Recognisition of Herrick Character& Learning Attitudes	Positive behaviour/ Learning attitudes	**Herrick Character** Integrity – maker of right choices Resilient – never giver upper Empathy - helper of others	**Learning Attitudes** Investigate Challenge Curiosity Independent Self -confident	**British Values** Democracy Mutual respect and tolerance Individual liberty The rule of law	-Stickers in passports -Stars -learning attitude award -Phone Home Friday -I am a good learner & good person
Sanctions for Nursery/ Reception		*Behaviours that are relevant for sanctions*	Supporting children to reflect		Sanctions to be taken
S1- Verbal warning		If a child is not: • Showing respect to the environment • Showing respect to equipment that they are playing with • Sharing/ turn taking • Using kind words • Working collaboratively	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		Teacher records in to behaviour book what sanction is given and why
S2- Change of working station		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. A continuation of poor behaviour 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). 3 (5XS1) = S2	Are they making the right choices? Are they able to work independently?		
S3- Child works with an adult		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.	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.		
S4- Send child to Phase leader		If a child goes S1 to S4 twice during one day, the child should be sent to a Phase leader. 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.	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. Child's disruptive behaviour becomes repetitive teachers should consider to refer the child to SENCO and look for external agencies support and guidance.		

Behaviour Protocols and Sanction Guidance for Key Stage 1 & 2

			Behaviours to promote and embed		Actions taken to support behaviour
Recognition of Herrick Character& Learning Attitudes	Positive behaviour/ Learning attitudes	**Herrick Character** Integrity – maker of right choices Resilient – never giver upper Empathy - helper of others Citizen – member of community	**Learning Attitudes** Investigate Challenge Curiosity Independent Self -confident	**British Values** Democracy Mutual respect and tolerance Individual liberty The rule of law	-Stickers in passports -Stars -learning attitude award -Phone Home Friday -I am a good learner & good person
Sanctions for Key Stage 2 & Key Stage 1		*Behaviours that are relevant for sanctions*		Supporting children to reflect	Sanctions to be taken
S1		Showing disrespect through talking over someone (not recognising or valuing others through speaking rudely – low level name calling) Movement or actions that disrupt the working environment of others (continued disturbance – leading to learning for all being affected) Deliberately ignoring teacher instructions without valid explanation (refusing to work, demonstrating insolence, purposely spoiling the work/efforts of individuals or groups) 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')		Are they showing respect/empathy for others? Are they aware they are preventing others from learning? How are they contributing to class/group success (community)? Are they demonstrating courage? Are they developing a good learning attitude?	-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 Teacher also informs Phase Leader 5 x S1 is recorded on CPOMS
S2		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.) Choosing to waste learning time through inappropriate choices (wasteful use of resources, damaging equipment or property-small items, actions which reflect poor decision making) 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.) Not taking responsibility for learning resources (irresponsible behaviour leading to damage of iPad, PE equipment etc.) 3 sets of (5 X S1) = S2		Are they making the right choices? Are they able to work independently? Are they aware of mutual respect and tolerance? *Are they aware of the 'rule of law'?*	Teacher to send the child straight to a Phase leader -They need to catch up on missed learning time. Once done so, conversation linked to Herrick Character and Learning Attitudes First S2- loses a break time Third set of (5XS1) = S2 or 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. Logged on CPOMS.
3		*An accumulation of 4 sets of 5Yellow sanctions(S1) leads to S3(Red)* *An accumulation of 3 Amber sanctions(S2) leads to S3(Red)* *An accumulation of 2 Red sanctions(S3) leads to S4(Black)*		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. 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 Stage 1)	
4 – Urgent action needed		• Racism • Unwanted physical contact • Swearing/threatening behaviour • Extremist language/behaviours • Cyberbullying • Homophobic language • Violence • Vandalism		-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)	

Note: Teachers to use the Learning Attitudes & Behaviour Record booklet to record weekly incidents. Teachers to bring their booklets in to Look Forward meeting on Friday.

Appendix 1

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, 2017

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:

Emotional   e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing
Physical   e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around
Racist   e.g. racial taunts, graffiti, gestures
Sexual   e.g. unwanted physical contact or sexually abusive comments
Homophobic   e.g. associated with or focused on the issue of sexuality
Verbal   e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky
Cyber   e.g. E-mail or text bullying, bullying through a social network or a 3rd party
Material   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 & Responsibilties 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 card and pass it to Mrs Aydin by the end of their duties.
c) FAB/ Red hat 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 out 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.

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 staged 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 2022- Part 5).

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 if 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), 2022 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.'

Chil- on-Child 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 child on Child 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 / Low Level Concern/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 (2022) 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. Chil-on-Chil 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 accidently 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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Refer to KCSIE Part 5

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   Cyberbullying

Cyberullying 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.

Cyberline 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 someones 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 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 2020 guidance.[2]

https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview

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

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

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 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 it 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 effect 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 (2022) 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 Child-on-Child 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 wished 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

Child-on- Child 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

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

action. It is important for staff to understand that new laws and regulations are written to protect children 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

Online safety-advice
Childnet provide guidance for schools on cyberbullying
Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
NSPCC E-safety for schools provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
Safer recruitment consortium "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
Searching screening and confiscation is departmental advice for schools on searching children and confiscating items such as mobile phones
South West Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
Use of social media for online radicalisation - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
Online Safety Audit Tool from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
Online safety guidance if you own or manage an online platform DCMS advice
A business guide for protecting children on your online platform DCMS advice
UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online
Online safety- Remote education, virtual lessons and live streaming
Guidance Get help with remote education resources and support for teachers and school leaders on educating pupils and students
Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
London Grid for Learning guidance, including platform specific advice
National cyber security centre guidance on choosing, configuring and deploying video Conferencing

Radicalisation
Prevent duty guidance- Home Office guidance
Prevent duty: additional advice for schools and childcare providers - DfE advice
Educate Against Hate website - DfE and Home Office advice
Prevent for FE and Training - Education and Training Foundation (ETF)
Extremism and Radicalisation Safeguarding Resources – Resources by London Grid for Learning

Sexual violence and sexual harassment
Specialist Organisations
Barnardo's - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
Lucy Faithful Foundation - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.

Marie Collins Foundation – Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
NSPCC - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
Rape Crisis - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
UK Safer Internet Centre - Provides advice and support to children, young people, parents, carers and schools about staying safe online

Harmful sexual behaviour
Rape Crisis (England & Wales) or The Survivors Trust for information, advice, and details of local specialist sexual violence organisations.
NICE guidance contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
HSB toolkit The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.
NSPCC Learning: Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework- free and independent advice about HSB.
Contextual Safeguarding Network – Beyond Referrals (Schools) provides a school self assessment toolkit and guidance for addressing HSB in schools.
Preventing harmful sexual behaviour in children - Stop It Now provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.
Support for Victims
Anti-Bullying Alliance - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
Rape Crisis - Provide and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
The Survivors Trust- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
Victim Support - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people – regardless of whether a crime has been reported or how long ago it was.
Childline provides free and confidential advice for children and young people.

Toolkits
ask AVA - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.
NSPCC - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
NSPCC - Resources which help adults respond to children disclosing abuse.
NSPCC also provides free and independent advice about HSB: NSPCC - Harmful sexual behaviour framework
Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.
Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.
Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.
Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
NSPCC - Harmful sexual behaviour framework an evidence-informed framework for children and young people displaying HSB.

Contextual Safeguarding Network – Beyond Referrals - Schools leavers for addressing HSB in schools.
Farrer & Co: Addressing child on child abuse: a resource for schools and colleges. This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.
Sharing nudes and semi-nudes
London Grid for Learning-collection of advice - Various information and resources dealing with the sharing of nudes and semi-nudes.
UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

<mark>Appendix A</mark> – **Risk and Considerations for allegations and instances of Child-on-Child 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 indecentimages of children, etc etc. As such has this been referred to the police?				
Is it necessary to limitcontact between the children involved? Refer to KCSiE and DFEguidance 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		

Appendix 4

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.

Behavior Reflection Sheet

Name _____Date_____

I was feeling

mad	sad	frustrated	bored	other

So I chose to

hurt someone	disrupt the class	use hurtful words	NOT follow the directions	other

Next time I will

ask for help	use nice words	stop and think	follow directions	ignore it
I need help	SPEAK NICELY	STOP AND THINK		

Teacher comment _____

_____

****

I discussed the following with my child_____

_____

Parent signature_____

Please return form to teacher. Thank you!

Behavior Reflections

Name _____

Date _____

Reasons for My Behavior

[box]

[box]

[box]

Description of My Behavior

[box]

Consequences of My Behavior

How do I feel?

[box]

How has my behavior affected others?

[box]

Other Consequence(s)

[box]

Plan for Improvement _____
_____
_____
_____

Student _____

Teacher _____

Parent _____

Appendix 5

Background

This policy is based on the Department for Education advice for Headteachers, school staff and governing bodies 'Searching, screening and confiscation' DfE January 2018

Objectives of this policy

To outline the policy and legal powers the school has for screening and searching pupils. It also outlines the powers the school has to seize and then confiscate items found during a search.

Searching

School staff can search any pupil for any item if the pupil agrees. The Headteacher, Assistant Head or other member of the Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items from outside/inside the school
- Items taken from other pupils
- Tobacco and cigarette papers
- Inappropriate / Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil).

- The headteacher and authorised staff can also search for any item listed above, which has been identified as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful, detrimental to school discipline or against School policies.

Searching with consent:

- School staff can search pupils with their consent for any item.

- Formal written consent is not required from the pupils (such as asking the pupils to turn out his or her pockets or if the teacher can look in a pupils' bag and for the pupil to agree.

- The school Behaviour Policy, shared with children and parents, will clearly state any items which are banned.

- If a member of staff suspects a pupil has a banned item in his/her bag and if the pupil refuses, the member of staff can apply an appropriate sanction as set out in the school's Behaviour Policy.

Searching without consent:

- The headteacher or a member of staff authorised by the headteacher can search without consent of child or their parent/ carer if they have reasonable grounds for suspecting a child is in possession of an item on the prohibited list.

- A member of staff must be the same sex as the pupil being searched; and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the pupil being searched.

- If you believe the child is at risk of serious harm if you do not search immediately then the search can be conducted on a child of the opposite sex and with a witness.

- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupils, for example on school trips.

During the search

The law states:

- The person conducting the search may not request the pupils to remove clothing other than outer clothing

- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be cause to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

- It does NOT enable or allow an intimate search going further than that, which only a person with more extensive powers (e.g. police officer) can do.

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, inappropriate / pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned as listed above.

Electronic Devices

- If it is suspected that the device has been or is likely to be used to commit an offence or cause personal injury or damage to property then data or files on the device can be examined.

- This can be done under the powers of 'without consent' search if it is reasonably suspected to be used to commit an offence or cause personal injury or damage to property.

- If inappropriate material is found on a pupil's device, the Designated Safeguarding Lead will decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

- Any material on the device that is suspected to be evidence relevant to an offence, or that is an inappropriate / pornographic image of a child or an extreme pornographic image must not be deleted and must be given to the police as soon as reasonably possible.

- The school may delete files or data if they believe there is good reason (it could cause harm, disrupt teaching or break the school rules) to do so and they are not needed to be given to the police.

After the search

- Senior leaders can use their discretion to confiscate, retain or to destroy any item found so long as it is reasonable in the circumstances.

- Any offensive weapon, controlled drugs, stolen items (unless low value eg. Pencil cases), inappropriate / pornographic images that are a specified offence (ie. Extreme or child pornography) must be passed to the police.

- The school will inform the individual pupil's parents or guardians where a search has taken place, though there is no legal requirement to do so.

Schools obligation under the EU Convention on Human Rights

Under article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school must be justified and proportionate. The powers of search in the Education Act 1996 are compatible with Article 8.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector. We do not have such devices at Herrick Primary School.

This policy will be updated prior to review, if required.