

# Lacey Green Primary Academy

## Behaviour and Anti-Bullying Policy



Policy Reviewed: June 2023

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

### Aims and Expectations:

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

DfE The Use of Reasonable Force 2012

The Equality Act 2010

Keeping Children Safe in Education 2022

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Special Educational Needs and Disability (SEND) Code of Practice.

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

This policy should be read in conjunction with the school's Exclusion, Child Protection, Keeping Children safe in Education (DfE) and Safeguarding and Uniform policies.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - Vandalism
  - Theft
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Expectations of Pupils:

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and to keep children safe. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn in lessons
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and abide by the Uniform Policy
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Our school '**Golden Rules**' are;

- We work hard and be the best that we can
- We are caring, kind and helpful towards each other
- We are honest and take responsibility for our actions
- We are respectful of ourselves and others
- We take care of our school

Our values are 'the three R's. **Respect, Responsibility and Resilience**. Our pupils are reminded of our Golden Rules and values regularly and they are *clearly displayed around school*.

Staff responsibilities:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly *on the child's record on Arbor*
- Challenging pupils to meet the school's expectations

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. *Contact could be in person, via telephone or ClassDojo.*

The school expects every member of the school community to behave in a considerate way towards others. The school ensures that high standards and expectations of good behaviour pervade all aspects of school life, including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour is apparent to anyone joining or visiting the school.

We treat all children fairly and apply this behaviour policy in a consistent way. Everyone should treat one another with dignity, kindness and respect.

The school recognises however that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

#### Rewards and Sanctions:

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways:

- *teachers congratulate children;*
- *teachers give children Dojo points;*
- *teachers award stickers*
- *each week we nominate a child from each class to have a special certificate.*
- *each nominated child receives their special certificate in the Friday school assembly;*

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are invited to bring in records of achievement for out of school learning such as swimming certificates or sporting medals.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. For example:

- *We expect children to listen carefully to instructions in lessons. If they do not do so, they are given a reminder of our behaviour expectations before asking them either to move to a place nearer the teacher, or to sit on their own.*
- *We expect children to try their best in all activities. If they do not do so, we may ask them to complete the activity again to an acceptable standard.*
- *Children who misbehave during lesson time or do not complete homework can be asked by teaching staff to stay in at play time to complete missed work or complete another task.*
- *Children who misbehave regularly or often will be asked to see the Principal and Head of School.*
- *If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the sanctions will be invoked. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.*
- *The safety of the children is paramount in all the above situations.*

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom rules agreed upon at the beginning of the academic year, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE lessons.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. See Anti-Bullying policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE The Use of Reasonable Force (2012).

School staff should always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil. The kinds of situation include:

- removing disruptive children from the classroom where they have refused to follow an instruction to leave;
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- preventing a pupil leaving the classroom to keep them safe
- preventing a pupil from attacking a member of staff or another pupil
- restraining a pupil at risk of harming themselves, or others, through physical outbursts.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The actions that we take are in line with government guidelines on the restraint of children. Incidents of this nature are logged on our CPOMS system if a child has been restrained. Teachers are kept aware of new guidelines.

## Bullying / Anti-Bullying:

Lacey Green Primary Academy are a proud member of the Anti-Bullying Alliance (ABA)



The Anti-bullying Alliance (ABA) defines bullying as: *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'*

The staff, parents and children of Lacey Green work together to create a happy, caring and safe learning environment. In the event of a bullying allegation or observation, whether verbal, physical or indirect, this is immediately investigated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

As categorised by the ABA, bullying behaviours can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding possessions, threatening gestures, ridiculing, humiliation, intimidation, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments (including online), homo/bi/transphobic abuse, exposure to inappropriate films, sexual violence etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - can include the exploitation of individuals. Bullying can be motivated by prejudice against particular groups, for example on grounds of race, religion, disability, 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.

Under the Children Act of 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

### **Bullying Directed Towards Religion, Race, Gender, Sexual Orientation, Disability or because a Child is Adopted or has Caring Responsibilities.**

We will not tolerate bullying against anyone because of their religion, race, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

## **Racial Bullying/Harassment**

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

## **Sexual/Sexual Orientation Bullying**

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Child on child abuse of this nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with sexual bullying include:

- Recognising that instances of this nature could happen at school
- Recording incidents on Abor / CPOMS
- Developing understanding of gender relations
- Awareness by staff that homophobic bullying can occur
- Challenging homophobic language and explore pupils' understanding – they might not understand the impact
- Exploring sexism and sexual bullying in PSHE lessons
- Using single-sex groups to discuss sensitive issues
- Ensuring the school site is well supervised, especially in areas where children might be vulnerable
- Implementing appropriate discipline procedures as appropriate
- Relationships curriculum (a wider look at what's appropriate in relationships at an age appropriate level including consent)

**Further details about Harmful Sexual Behaviours, Child on Child Abuse and Sexual Violence, can be found in Appendix 1&2 of this policy.**

## **Bullying Pupils with Special Education Needs or Disabilities**

Pupils with Special Educational Needs and/or Disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability. We will make sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards children with a SEND compared with others, and should not make comments based on pupils' appearance or perceived character. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach children experiencing bullying behaviours to say 'No' or to seek help. If the bullying is serious, we will undertake a full investigation, including a full discussion with witnesses, recording any incidents on Arbor / CPOMs and contacting parents/carers. Social stories will be used to support the child's understanding of bullying during lessons and if a child is experiencing bullying like behaviours.

## **Bullying Off School Premises**

Although we are not directly responsible for bullying off the school premises, if either a child experiencing bullying behaviours or the child displaying bullying behaviours are from Lacey Green Primary Academy and the incident is reported to a member of staff, an investigation will be carried out. Where possible, we will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

### **The following steps may be taken:**

- Talk to the pupil(s) and parents/carers involved
- Talk to the Head of another school whose pupils are bullying off the school premises
- Talk to the Police about problems on the local streets
- Talk to pupils about how to avoid or handle bullying situations

## **Cyber-bullying**

The rapid development of, and widespread access to technology, has provided a new medium for 'virtual' bullying. Cyber bullying can happen at any time of day and has a potentially bigger audience. In cases of cyber-bullying we would seek advice from external organisations such as Childnet International, Child Exploitation and Online Protection (CEOP) in order to resolve the issue as quickly as possible. In school, a preventative approach would be taken through our Digital Wellbeing and E-Safety work delivered as part of our PSHE and Computing curricula which includes discrete anti-bullying and safety sessions. Regular updates will be shared with parents via Twitter, the school website and Class Dojo



## **Strategy for Dealing with Bullying**

Prevention is the best strategy for dealing with bullying. Lacey Green Primary Academy are members of the Anti-bullying Alliance and are embarking on a journey to become United Against Bullying (UAB). The anti-bullying programme supports schools to reduce bullying and improve the wellbeing of children, focusing on those most at risk, including those with protected characteristics.

In all year groups we talk to the children about differences in lessons and through dedicated events, projects and assemblies. Emphasis is placed on the 'right way to behave' from the moment children start in Reception. Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others, permeate the whole school environment and are reinforced by staff and older pupils who set a good example to younger pupils.

## **Investigating Bullying**

In response to an allegation of bullying, the Anti-Bullying Alliance procedure set out below will be followed, with staff making a full investigation, keeping detailed records on Arbor or CPOMS as appropriate and applying sanctions/consequences as needed. Governors would be informed at termly Governing Body meetings.

Staff members observe children carefully both in school and in the playground, and understand that any concerns, or reports of bullying, must be recorded and passed to the DSL or Deputy DSLs for investigation immediately. All staff have receive training and updates about bullying and receive refresher training every subsequent year. Our staff understand and implement ABA's definition of bullying, and can recognise the difference between bullying and relational conflicts.

## **Reporting**

Everyone in our community has a responsibility to report bullying and help to create an ethos which encourages children and adults to disclose incidents of bullying. The children are aware that they can tell an adult (parent, carer, close family member, teacher, teaching assistant, Midday Assistant) or write a note for the worry monster / box, which are checked regularly by class teachers or they can speak to our Pastoral Lead Teacher. We also invite the NSPCC into school every year to deliver a staying safe assembly, which explains the importance of telling an adult if something is wrong, or alternatively calling Childline for support if there's no-one you feel comfortable to talk to.

Parents are also encouraged to report incidents of bullying and may do this by approaching their class teacher, Parent Liaison Teacher, or the Principal. Contact can be made in person, by email or over the phone (contact details on website).

All reported incidents of bullying will be investigated on the same day, wherever possible. Every allegation is recorded using Arbor or CPOMS as appropriate which enables the investigator to record whether each element of the definition has or has not been met, in order to decide whether the allegation is founded or unfounded. Parents and children are always involved in these

investigations and, where appropriate, will be consulted as to their opinion on the best way to deal with what's happened.

The voice of every child is always heard, including witnesses, and if required, children are asked to write down their account. There are some cases where children are unfairly accused by other children and therefore it is especially important to understand all sides.

### **The role of the Principal**

It is the responsibility of the Principal, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal monitors all reported serious incidents of misbehaviour / bullying on Arbor/CPOMS.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in a behaviour guidelines document given to all parents and on our school website, and we expect parents to read these and support them. We set clear expectations for uniform and personal appearance which is communicated to parents through our uniform policy which is on our website.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about any sanction that their child has received they should initially contact the class teacher. If the concern remains, the parents should contact the Principal and/or Head of School. If the parent is not satisfied with the response(s) from the Principal and/or the Head of School they should then make contact with the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of the governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

The governing board also emphasises that physical violence or threatening verbal behaviour will not be tolerated in any circumstances.

## **Fixed-term and permanent exclusions**

The school follows the DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance updated in 2022.

Only the Principal (or the acting Principal) has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Principal excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Principal informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions, beyond five days, in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Principal.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Principal must comply with this ruling.

## Monitoring

The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of incidents of misbehaviour on Arbor. The class teacher records minor classroom incidents. The Principal records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors pass information to class teacher after the occurrence of the incident for the class teacher to log.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

*This policy will be reviewed and updated when any new guidelines and legislation are issued by any relevant bodies or where the Academy feels it is necessary.*

## Appendix 1

### Harmful Sexual Behaviours

“Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as those it is directed towards” (NSPCC 2016)

This may include:

**Sexual Harassment** –creating an intimidating, degrading, humiliating or offensive environment e.g. sexist jokes, sexual comments, flicking bras, and other specific criminal acts such as upskirting or ‘youth produced sexual imagery’.

**Sexual Abuse** – “forcing or enticing a child or young person to take part in sexual activities” this includes touching someone’s bottom/breasts/genitalia without consent

**Sexual Violence** – rape & assault HSB

includes (but is not limited to):

- Sexist jokes and comments
- Physical and sexual abuse
- Sexual harassment and violence
- Gender based violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- CSE (Child Sexual Exploitation)

At Lacey Green we take a zero-tolerance stance towards any form of bullying, this includes Harmful Sexual Behaviour.

We will take immediate action on any report of HSB. This can include:

- Sanctions within school
- Discussions with parents/carers
- Discussions with the pupils involved
- Referral to support services (and following advice given)
- Referral to the Police (and following directives given)
- Referral to Social Care and/or Local Authority Safeguarding Team

Incidents of HSB will be dealt with under Child Protection procedures and all incidents will be recorded.

As a school we will always ensure that the victim is fully supported.

## Education

We deliver a broad and diverse PSHE curriculum and Harmful Sexual Behaviour feature within this. We cover a variety of topics specific to each year group and these include but are not limited to:

- Friendship
- Diversity
- Peer Pressure
- Online safety
- Sexual Orientation/Sexuality
- Relationships
- Bullying
- Abuse
- Consent
- Positive relationships

## Staff responsibility

- All staff recognise that any potentially HSBs are not acceptable and should be challenged
- This includes behaviour we see in school or is reported to us
- If we hear of these behaviours we will **challenge** and **report**
- Staff will follow the guidance as they would for any safeguarding disclosure from a pupil
- We will be **role models** for the pupils by demonstrating respectful behaviour and use of language

## References

Alliance, A.-B. (2022, October 10). *Reporting and Recording Bullying in School*. Retrieved from Anti- Bullying Alliance: [https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29\\_0.pdf](https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf)

## Appendix 2

### Child on Child Abuse

**Children can abuse other children (often referred to as peer on peer abuse, peer relationship abuse, child on child abuse and teenage relationship abuse). This is most likely to include, but may not be limited to:**

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
- ‘Upskirting’, which is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their 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
- Initiation/hazing type violence and rituals

Staff are clear on our procedures with regards to child on child abuse and do not take it any less seriously than adult to child abuse; they are aware that it should never be tolerated or passed off as “banter”, “probably didn’t mean anything by it”, “just having a laugh” or “part of growing up”. We ensure that we apply the same thresholds.

**We ensure that we apply the same thresholds. In our school we will minimise the risk of allegations against other pupils by:**

- Providing a developmentally appropriate Personal, Social, Health and Economic education (PSHE), as well as a Relationships and Sex education (RSE) syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe
- Providing developmentally appropriate E-Safety and Digital Wellbeing syllabus, which develops pupils understanding of acceptable behaviour and keeping themselves safe online.
- Having robust monitoring and filtering systems in place.
- Having systems in place for any pupil to raise any concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work to those pupils identified as being at risk.
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils Where sexual violence or sexual harassment between children is alleged then the school follows the guidance issued by the DfE in 2021: Sexual violence and sexual harassment between children in schools and colleges. Where sharing nudes or semi nudes (youth produced sexual images) are part of the abuse

then the school follows the UK Council for Child Internet Safety (UKCCIS): Sharing nudes and semi-nudes: advice for education settings.

- DSL's are familiar with and follow the relevant local policies and procedures to help them to recognise and respond to harmful behaviours and/or underage sexual activity when dealing with children under 13. The *Stop It Now* sexual behaviour resource is used to identify when a child or young person's sexual behaviour is a cause for concern in relation to their development.



