

Sherwood Primary School

Behaviour and Discipline Anti-Bullying Peer on Peer Abuse Policy



September 2021

Behaviour and Discipline Anti-Bullying Peer on Peer Abuse Policy



Mission Statement

We aim to create a happy, caring environment in which children develop self-confidence and independence and are encouraged to be considerate and show respect for others, while reaching their true potential.

Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

Policy Links

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Whistleblowing Policy
- Pupil Acceptable Use Agreement
- Equality Policy

Rights

In school, our children, staff and parents have the right to:

- Be safe
- Be heard
- Be treated fairly and with respect
- Be able to learn, teach and communicate

These rights underpin all sections of this policy.

Contents

Part 1: Behaviour and Discipline

Part 2: Anti-Bullying

Part 3: Peer on Peer Abuse

Part 1: Behaviour and Discipline

It is our aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring School Community and our values are built on mutual respect for all.

Our School Behaviour and Discipline Policy is therefore designed to support the way in which all members of our 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 supports the School Community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the School Community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of our School Community.

At Sherwood, we reward good behaviour, as this develops an ethos of kindness and co-operation. This policy is designed to promote good behaviour.

At Sherwood, our School rules are:

- We will show respect for others
- We will always try our best in school
- We will be polite and kind to each other
- We will keep our hands and feet to ourselves
- We will look after other people's property
- We will walk quietly around the school

Our School rules act as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, 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.

We do not tolerate bullying of any kind. When an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see Anti-Bullying in Part 2 of this policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996 and the School has adopted a Physical Intervention policy to ensure the actions that we take are in line with government guidelines on the restraint of children.

Good Behaviour Expectations

Sherwood children are taught to enter/leave classrooms and move around the school quietly. Sherwood children are encouraged to walk through School corridors, showing courtesy to other children and adults. Our children are supervised in corridors and taught to walk on the left-hand side of the corridors in single file. We promote good manners through the school day and praise children who set a good example.

Playtime Behaviour

In order to ensure a high standard of behaviour during playtime the following should be observed:

- The teacher on duty should dismiss their class promptly and ensure that they are outside as soon as possible in order to supervise the children.
- It should be ensured that all children are outside and not inside unless supervised.
- The member of staff on duty should keep a close eye on children and manage behaviour to avoid possible problems.

- The member of staff on duty should try to help children who find it difficult to mix and join in with others.
- Behaviour problems should be dealt with according to school procedures. Please see Consequences.
- At the end of play the children stand quietly and still on hearing the bell or first whistle, and line up silently in classes when told to do so or after a second whistle.
- Children come back into the cloakroom with their teachers and take their coats off quietly before returning to class.

Playground expectations

- Children must stay in the playground and on view to the duty teacher.
- Children are only allowed on the field if permission has been given.
- All litter must be placed in bins.
- During wet playtimes, teachers should stay with their own class. Support staff will help to supervise the toilets and cloakrooms. It is the responsibility of the class teacher to provide wet play time activities.

Rewards

It is very important that the positive aspects of praise and reward should have a great emphasis.

- Commendations can and should be entered in exercise books.
- Recognition can be given to success of differing kinds in assemblies, class time and lunchtime.
- Pupil's work can/should be displayed as much as possible.
- Above all, praise and encouragement in lessons/lunchtime should be used as much as possible.
- Parents should be told if their child has worked well or been helpful or co-operative.

House Points

House Points are awarded for good behaviour. The aim of our House Point system is to encourage positive attitudes to work, good manners and behaviour, initiative and a sense of responsibility.

Points are awarded to reward pupils for good work and good behaviour. Every child should be encouraged, regardless of ability. Effort, perseverance, personal achievement, consistency, attentiveness, involvement, keen interest, care and courtesy are all worthy of commendation.

House points are also used to encourage good behaviour and co-operation in group situations. Welfare staff may award house points at lunchtime to promote good behaviour and expectations.

A record must be kept in class of the individual points scored by each child. It is up to the discretion of the teachers as to how this is displayed. Points are collected at the end of each week and shared in a celebration assembly. The House Cup is awarded to the House who have collected the highest number of points over the week.

Headteacher Award Certificates

Headteacher Award certificates are awarded at the end of the week in our Celebration Assembly. Teachers are asked write down the names of any children in the Headteacher's Award book they feel deserve a certificate and the reasons why. It is our aim to ensure that every child receives a Headteacher commendation over the academic year.

Consequences

As required, we employ a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we will give a verbal warning and may ask 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 redo a task. Occasionally, children may be asked to stay in at break times or lunch times to complete or redo a task.
- If a child is disruptive in class, the teacher will reinforce expectations. If a child misbehaves repeatedly, we may isolate the child until s/he is in a position to work sensibly again with others.
- Following repeated verbal warnings, a child may have to miss playtime or lose the privilege to play with peers.
- At playtime, children may be required to have time out from play following repeated verbal warnings.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens or hurts another pupil, the class teacher records the incident and contacts the child's parents. An appropriate consequence will be discussed with the child. 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 and exploring any challenges that the child is encountering.

- In discussion with the Headteacher, if there is no improvement in a pupil's behaviour or there are a number of repeated and serious incidents, a pupil may be placed on report for 5/10 days.
- It may be determined that an Individual Behaviour Plan is necessary to support a pupil in making steps towards improved behaviour.

Reporting

At Sherwood Primary School, we use CPOMS as a reporting and monitoring tool for incidents of unacceptable behaviour.

The Role of the Class Teacher

It is the responsibility of our class teachers and support staff to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

All staff at Sherwood have high expectations of children's behaviour and strive to ensure that all children work to the best of their ability.

Our teachers will:

- Treat each child fairly and enforce the School rules consistently.
- Treat all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents using CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if unacceptable behaviour continues, the class teacher seeks help and advice from the Head Teacher.
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Reports to parents about the progress of each child in their class, in line with the whole-school policy.
- May also contact a parent if there are concerns about the behaviour or welfare of a child.

The Role of the Head Teacher

It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school. The Head

teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head Teacher monitors records of all reported serious incidents.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of unacceptable behaviour, the Head Teacher may permanently exclude a pupil from School.

Fixed Term and Permanent Exclusions

Only the Head Teacher (or the acting Head Teacher) has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher 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 Head Teacher informs the LEA 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 Head Teacher. The Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the Governors.

The Role of Parents

At Sherwood, we work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school. We work hard to build a supportive dialogue between 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 the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head, followed by the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of Governors

The Governing Body has the responsibility for establishing the School Good Behaviour policy and reviewing its effectiveness. The Governing Body supports the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

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 LEA, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Part 2: Anti-Bullying

This section is intended to set out a clear and agreed definition of bullying in order for any reported incidents to be acted upon immediately and appropriately in accordance with the policy.

We aim to take a pro-active, positive approach regarding bullying, addressing both prevention and reaction issues. We believe that our pupils are entitled to receive their education in a safe, caring, empowering environment, free from fear and intimidation. All staff, pupils and parents will be encouraged to share these values and translate them into action.

Part 2 should be read in conjunction with Part 1 of this policy where the emphasis is to give recognition and reward to all positive learning, attitudes and relationships.

Aims

In order to maximize and improve the expertise of the staff at Sherwood Primary School, the aims for the Anti-Bullying Policy are:-

- Ensure that Sherwood Primary School is a happy place for everyone;

- Encourage pupils, parents and all staff including teaching staff, classroom and lunchtime assistants to have a positive view of the school and to develop positive caring relationships between all parties;
- Ensure that children have no fear of any individual in school with whom they have dealings, including fellow pupils, staff, parents and visitors;
- Ensure that no individual, or group, dominates others/another by fear, violence or intimidation;
- Be approachable and open so that pupils and parents feel that they can express concerns in a fair and sympathetic manner.
- Be vigilant in recognizing those pupils who are reluctant or find it difficult to express their concerns.

These aims are consistent with our school philosophy and values.

Objectives

These aims are achieved by:

- Ensuring that all children know that we consider bullying unacceptable;
- Encouraging all pupils to speak out;
- Keeping the message going by informing new staff, new intakes of children, new pupils and their parents of our policy;
- Taking all problems of bullying seriously;
- Investigating thoroughly each incident;
- Interviewing bullies, victims and witnesses separately;
- Sharing information with parents and other staff, including the welfare staff;
- Implementing appropriate action.

What is bullying?

Bullying is any form of sustained aggression that involves the illegitimate use of power to hurt, frighten or threaten someone else over a prolonged period.

Bullying can manifest itself in a number of ways:

- Gesture
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing
- Physical – pushing, kicking, hitting, pinching and any other forms of violence
- Extortion
- Emotional – exclusion, tormenting, ridicule, humiliation
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or abusive comments (including adults).

- Telling tales to get a child into trouble.
- Use of mobile telephone/text to intimidate other people.
- Cyber bullying through email or social networking sites.

Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- 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
- Pressuring children to send sexual messages or engaging in sexual conversations

Signs that a child is being bullied may include:

- Being frightened of walking to and from school
- Changing route to school
- Being unwilling to go to school or out to play
- Showing a deterioration in the standard of work
- Having clothes torn or possessions ruined
- Having unexplained cuts or bruises
- Erratic attendance
- Going home hungry because lunch was stolen
- Becoming withdrawn, distressed or unable to eat
- Crying themselves to sleep or having nightmares
- Asking for money or starting to steal
- Becoming uncharacteristically aggressive, surly or unreasonable
- Beginning to bully siblings or other children
- Threatening to attempt suicide.

Strategies to ensure an Anti-Bullying Environment is established:

At Sherwood Primary School we aim to prevent bullying by adopting the following measures:

- Involving children in defining what they consider to be bullying and regularly consulting parents on the effectiveness of our policy
- Discussing the causes, consequences and the seriousness of bullying
- Discussing unacceptable behaviour with the children and encouraging them to report this kind of behaviour should they know it is occurring
- Developing confidence in the children and parents, that reported incidents will be dealt with sensitively and effectively
- Promoting positive behaviour towards everyone through assemblies, circle time, stories, drawing, discussion, role play and teaching in our PSHE curriculum
- Establishing expectations of good behaviour and high standards in the minds of all staff, pupils and parents
- Boosting children's self-esteem through our house point system and through comments/actions made throughout the day
- Encouraging children and parents to talk problems through with their child's teacher or another member of staff
- Rewarding and encouraging children for individuality, co-operation and non-aggressive behaviour
- Being available throughout the day to discuss problems with pupils
- Liaising with all members of staff, to inform them of incidents and action being taken, so that we can support each other
- Alerting parents to our concerns about bullying and to the ethos we are striving to develop in school and inviting parents to respond to our concerns and help us in the drive to maintain a fear free school.

Other strategies may include:

- Praise to encourage feelings of security and self worth
- They may need to learn how to make a low-key reaction, learn to shout no and walk away or to walk with confidence
- Drawing, writing or discussing feelings might help them distance themselves from fear
- Call in the victim's parents and explain the situation
- Ask them to monitor the situation over the coming weeks or months

Parental Concerns

If a parent or carer raises a concern, we will:

- Make it clear that the school will not tolerate bullying and that the incident will be thoroughly investigated and then dealt with
- Tell parents that you will get back to them in a day or two to report what you have found
- Ask them to come back if there are any more problems
- Report the incident to the Headteacher, and record the incident through CPOMS (electronic reporting tool). This will notify all staff involved with supporting and teaching the children involved.
- React calmly to the incident – an emotional reaction can add to the bully's fun and make them feel in control
- Take action that day, deciding whether this needs to be private or public
- Monitor the situation to ensure that it does not continue to escalate.

The victim will be provided with immediate reassurance, concrete help, advice and support so that they do not feel inadequate. These will vary and might need to be developed over the longer term, depending on – what the problem is, how long it has been going on and what the reactions are.

We will take appropriate steps to ensure that children at Sherwood learn that Bullying will not be tolerated. Any unacceptable behaviour identified, will be dealt with in line with our Behaviour and Discipline Policy in Part 1.

We will work closely with children, parents and carers to support all children involved and provide appropriate support to address concerns raised on both sides. Every incident to be logged using CPOMS and closely monitored by the SLT and Safeguarding Team.

Part 3: Peer on Peer abuse

Introduction

Peer on Peer Abuse is defined as a serious form of abuse between persons of a similar age and as such has wider safeguarding implications.

Sherwood Primary School recognises that children are vulnerable and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”.

Peer on Peer abuse, Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond. In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Aims

The aims of this section of our policy are: -

- To set out our strategies for preventing, identifying and managing peer on peer abuse
- To take a contextual approach to safeguarding all children and young people involved. Acknowledging that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Context

At Sherwood, we recognise that all behaviour takes place on a spectrum and understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it in a Primary School. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child or adult."

We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours (Appendix 1) and the Brook Traffic Light Tool (Appendix 2)

Types of abuse

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.

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Initiation/Hazing
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)

Technology can be used for abusive behaviour and 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
- 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
 - Pressuring children to send sexual messages or engaging in sexual conversations

Some of these behaviours will need to be handled with reference to other policies in school such as the Safeguarding and Child Protection Policy and Online Safety Policy.

Sexual Violence and Sexual Harassment

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges with consideration of:

- Managing internally
- Early Help
- MASH referral
- Reporting to the police

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
- sexual assault/abuse
- Upskirting

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.

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. Dismissing or tolerating such behaviours risks normalising them.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Vulnerable groups

We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include:

- experience of abuse within their family;
- living with domestic violence;
- young people in care;
- children who go missing;
- children with additional needs (SEN and/or disabilities);

- children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010.

Whist research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs.

We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Responding to reports

All reports of peer on peer abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

The immediate response to a report

The school or college will take all reports seriously and will reassure the victim that they will be supported and kept safe.

- All staff will be trained to manage a report.
- Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.
- A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.
- Where the report includes an online element the school or college will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- The DSL will be informed as soon as possible in person.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded in CPOMS and kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH team for advice and guidance.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and other related issues and wider context?

Follow up Actions Children sharing a classroom

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from a class they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises. These actions are in

the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

1. In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support. This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded in CPOMS.

2. In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following LCC protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

Any report to the police will generally be made through the Multi-Agency Safeguarding Hub. The designated safeguarding lead (and their deputies) will follow local processes for referrals. Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains.

The police will take a welfare, rather than a criminal justice, approach. Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged

perpetrator and their parents or carers. They will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses). Where required, advice from the police will be sought in order to assist the process. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Support for Children Affected by Sexual Abuse

Support for victims of sexual abuse is available from a variety of agencies. We will support the victim of sexual abuse to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family. If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.

In all but the most exceptional of circumstances, sexual abuse is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils).

Where a criminal investigation into sexual abuse leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

Reports of sexual abuse will not, in some cases, lead to a report to the police (for a variety of reasons). None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support will be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis.

All the above will be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

Online Behaviour

Many forms of peer on peer abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour also links closely to our Child Protection and Safeguarding Policy.

Physical abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

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

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority. When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum (Appendix 1) to assess where the alleged behaviour falls on a spectrum and to decide how to respond.

This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning
- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Prevention

Sherwood Primary School actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by educating all Governors, Senior Leadership Team, staff and volunteers and parents about this issue.

This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it.

This includes:

- Contextual Safeguarding
- The identification and classification of specific behaviours; and
- The importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as play or teasing.

Educating our children by:

- Educating children about the nature and prevalence of bullying through PSHE and the wider curriculum.
- Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse.
- They are regularly informed about the School's approach to such issues, including its zero-tolerance policy towards all forms of peer-on-peer abuse.

Engaging parents on this issue by:

- Talking about it with parents, both in groups and one to one;

- Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks;
- Involving parents in the review of School policies; and
- Encouraging parents to hold the School to account on this issue.

Teachers and Support Staff Responsibilities

Our Teachers and Support Staff are responsible for:

- Ensuring that all peer-on-peer abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support. This is done through Safeguarding Team meetings in which all concerns about pupils (including peer-on-peer abuse issues) are discussed;
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom);
- Working with Governors, Senior Leadership Team, all staff and volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the School community;
- Creating conditions in which our pupils can aspire to and realise safe and healthy relationships;
- Creating a culture in which our pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of peer-on-peer abuse promptly and appropriately.

Multi-Agency working

At Sherwood Primary School, we actively engage with local partners in relation to peer-on-peer abuse, and works closely with, Lancashire County Council Multi-Agency Safeguarding Hub (MASH), Children's Social Care, and/or other relevant agencies, and other schools.

The relationships the School has built with these partners are essential to ensuring that the School is able to prevent, identify early and appropriately handle cases of peer-on-peer abuse. Our external partners support our Safeguarding Team to:

- develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist;
- ensure that our pupils can access the range of services and support they need quickly;
- support and help inform our local community's response to peer-on-peer abuse;

- increase our awareness and understanding of any concerning trends and emerging risks in our local area to enable us to take preventative action to minimise the risk of these being experienced by our pupils.

In cases involving children who are subject to risk, harm and abuse or Looked After Children, the children's social worker must be informed and a coordinated approach to address any incidents or concerns will be required.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. All incidents of unacceptable behaviour are reported through CPOMS and monitored by the School SLT and Safeguarding Team. The Head Teacher 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.

Approval date: 05/10/2021

Review date: October 2023

Signed (Headteacher):

Signed (On behalf of the Governing Body):

Appendix 1

Simon Hackett has produced a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant.

[Harmful sexual behaviour framework | NSPCC Learning](#)



Appendix 2

Brook sexual behaviours traffic light tool Behaviours:

age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies,
- doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours

- preoccupation with adult sexual
- behaviour

- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
-
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

Appendix 2 continued

Brook sexual behaviours traffic light tool Behaviours:

age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours 5-9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours 5-9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours 5-9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in

- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy