

Sherwood Primary School

Behaviour and Discipline
Anti-Bullying
Child on Child Abuse Policy



January 2024

Behaviour and Discipline Anti-Bullying Child on Child Abuse Policy



Mission Statement

We are Sherwood. Each of us unique. As one family, we all thrive and excel together.

Sherwood Values

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

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- 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.

Equality

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

Rights

In school, all members of our School Community have the right to:

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

These rights link closely to the Children's Rights convention:

- Article 3 - The best interests of the child must be a top priority in all things that affect children.
- Article 12 - Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them
- Article 23 - A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.
- Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

These rights underpin all sections of this policy.

Part 1: Behaviour and Discipline

Rationale

This policy supports our School Community in working together in an effective and considerate way. At Sherwood we expect every member of our School Community to behave in a considerate way towards others. We treat all children fairly and apply this Behaviour policy in a consistent way.

Aims

It is our aim to ensure that every member of our 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.

Our Policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupils' emotional regulation.

An Introduction to Behaviour and Discipline at Sherwood

At Sherwood Primary School, we have high expectations for children's behaviour and conduct. We reward good behaviour, as this develops an ethos of kindness and co-operation.

We recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour and Discipline Policy is underpinned by research in child development and developments in neuro-science.

Meta-Cognition + Meta-Emotion = Effective Learning

Relationships for Learning

We recognise that positive relationships are integral for this to occur. Through co-regulation of feelings, we believe that children can learn to become more independent and develop self-regulation.

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils in developing an understanding of their emotions in order to self-regulate their behaviour.

An Environment for Learning

At Sherwood, we recognise that all learning experiences and interactions, are acting to refine the function and structure of circuits in the brain that are central to how we all see, hear, feel, and act in the world.

Our classrooms and school environment therefore play a central role in supporting pupils' emotional regulation. We work hard at Sherwood to develop a learning environment that inspires our children but is orderly and well organised. This includes the organisation of a daily routine and clear expectations throughout the day. We also carefully take our children audio and sensory needs into account.

School Rules and Class Expectations

Our clear expectations are set through our School rules:

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

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

Our class teachers discuss the school rules with each class. In addition to the school rules, each class also has its own set of class expectations, that are 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 at Sherwood.

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. We promote good manners through the school day and praise children who set a good example.

Playtime/Playground Expectations

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

- The members of staff 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 members of staff on duty supervise and work alongside our children to develop purposeful play experiences.
- At the end of play the children stand quietly and still on hearing the bell or first whistle.
- All teaching staff return to the playground to accompany their class into School.
- Our children enter school by Year Group/House Team, following the instructions of the member of staff on duty.
- Children come back into the cloakroom with their teachers and take their coats off quietly before returning to class.
- Children must stay in the playground and in view of the members of staff on duty.
- 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.

House Points

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, effort 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 to nominate children for a Headteacher's Award. It is our aim to ensure that every child receives a Headteacher commendation over the academic year.

Emotion Coaching

We have developed an Emotion Coaching response to support our children to understand, regulate and reflect on their behaviour. We believe that this approach supports pupils' mental health and develops strong and trusting relationships throughout the School Community.

The Emotion Coaching sequence supports children to recognise a range of emotions that they may encounter and develop strategies to manage their behavior, this may also include managing their behaviour differently in the future (if appropriate).

Developing an Emotion Coaching Culture

The purpose of Emotion Coaching is to help children begin to build new connections that lead to a deeper understanding of their emotions and healthy responses to them in the moment. Emotion coaching provides opportunities for negative emotions to be acknowledged as valid and normal. The behaviour may not be acceptable but this approach allows School staff to see negative behaviour as a teaching opportunity.

An Overview of response styles

Disapproving style

This approach involves no empathy but lots of guidance. This approach tends to ignore or dismiss the child's feelings, viewing them as weak or manipulative or unproductive and instead focus on the behaviour which needs to be controlled by a punishment. Emotional displays are judged or criticised.

Dismissing style

This approach involves little or no empathy and no guidance. This approach tends to ignore or minimise a child's emotions; relying on logic distraction or reward to help a child feel better rather than engaging with emotions which they fear may prolong the emotional state.

Emotion Coaching

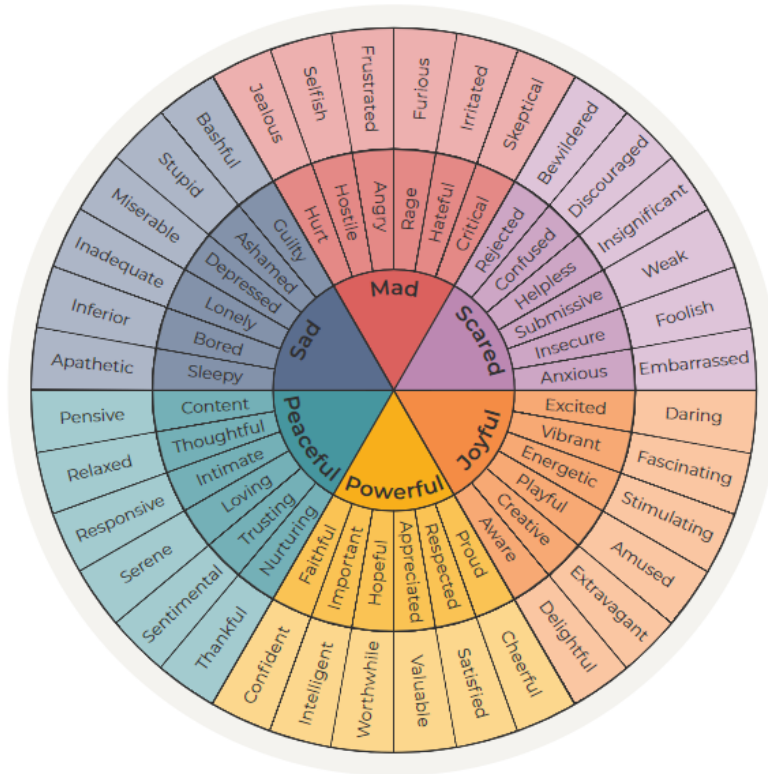
Emotion coaching style was discovered by Gottman (1997) to be the most productive in terms of positive outcomes for children. It is an evidence-based model, a way of communicating with a child who is struggling to manage their emotions in order to help them to self-regulate. It helps children to understand the different emotions they experience, why they happen and how to respond to them. It centres on the premise that the adults accept that 'emotions matter to learning.'

Laissez faire style

This is the least common style identified by Gottman (1997) and involves empathy but no guidance. This accepts a child's emotions, believing that children need to release their emotions, but do not attempt to help regulate through limit setting or problem solving.

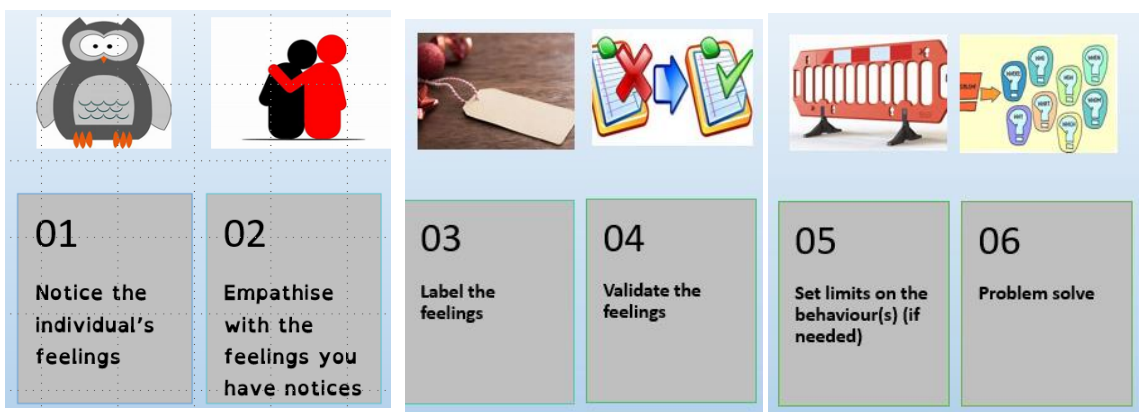
The Gottman Feelings Wheel

At Sherwood, we use the Gottman Feelings Wheel developed by the Gottman Institute, alongside our children to support and develop their understanding of a range of emotion that they may encounter.



The Emotion Coaching Sequence

A six step approach from noticing to strategies solve the problem in future.



Consequences

As appropriate through our Emotion Coaching response, we employ a number of consequences to reinforce our expectations and school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- a verbal warning and may ask them either to move to a place nearer the teacher, or to sit on their own.
- children may be asked to stay in at break times or lunch times to complete or redo a task.
- a child may have to miss playtime or lose the privilege to play with peers.
- children may be required to have time out from play following repeated verbal warnings.
- prevent the child from taking part for the rest of that session.

Additional Support

For some children, additional support may include: close links with parents and carers, social and emotional intervention or the development of a behavior support plan.

The Role of all Teaching and Support Staff

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to self-regulate behaviour. All teaching and support staff at Sherwood are social, emotional, and learning role model for pupils.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour and strive to ensure that all pupils work to the best of their ability.

Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

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 an Emotion Coaching culture across the School.

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.

The Role of Parents

At Sherwood, we work collaboratively with parents, so children receive consistent messages about how to regulate their emotions 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.

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/she 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 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 Head Teacher. The Governing Body has a discipline committee. This committee considers any exclusion appeals on behalf of the Governors.

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 Behaviour and Discipline 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.

Reporting

At Sherwood Primary School, we use CPOMS as a reporting and monitoring tool for incidents of unacceptable behavior, alongside the support in place for the children involved in the incident. We also use CPOMS as a tool to communicate with all members of the team to ensure that consistency in an emotion coaching approach can be developed.

Policy Links

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

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.

The Role of the Class Teacher

It is the responsibility of class teachers to carefully consider the needs of children who have reported bullying, monitor and feedback to the Headteacher and Parents on any observations and intervention. The class teacher will work closely with the child to gain the child's views on the situation throughout.

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 anti-bullying 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 appropriate intervention once bullying has been observed or reported.

The Role of Parents

We work collaboratively with parents and carers to monitor and review any instances of reported bullying. Parents and carers have the responsibility of reporting incidents to their child's class teacher or headteacher.

Part 3: Child on Child abuse

Introduction

Child on Child 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. Child on Child abuse will not be tolerated or passed off as part of "banter" or "growing up".

Child on Child 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 Child on Child abuse within our school and beyond. In cases where Child on Child 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 Child on Child 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."

Staff at Sherwood Primary School are trained in using the Hackett Sexual Behaviour Continuum (2010) to assess an incident of sexual behavior. The Continuum describes sexual behaviours across a range identified as normal, inappropriate, problematic and abusive. As appropriate a full assessment of an incident will be carried out by a Designated Safeguarding Leader in School, alongside another member of staff, using the AIM Project Checklists. AIM (Assessment Intervention and Moving On) provides a consistent and common framework for reporting, assessing and planning for the risks that are posed. The AIM checklists provide designated safeguarding leads with a framework to identify appropriate next steps for all children involved in the incident.

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.

Whilst 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 Child on Child 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 Child on Child 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 Child on Child 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 Child on Child 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

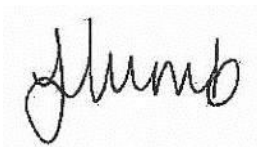
The Head Teacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. All incidents of unacceptable behaviour are reported through CPOMS and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

Approval date: January 2023

Review date: January 2026



Mrs J Lumb
Headteacher



Mrs H Gooch
Chair of Governors

Updated in January 2024 following the use of The AIM Project (Assessment, Intervention and Moving On) checklists following an incident of sexualized behavior.