Aspire ~ Believe ~ Achieve

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Author : Mr K Speake

St Antony's
Roman Catholic School

ASPIRE + BELIEVE + ACHIEVE

Behaviour for Learning Policy

Mission Statement:

Let the light and splendour of Christ shine from within us all.

Behaviour for Learning Policy
Governors' Statement of General Principles with regard to Behaviour

We believe that good behaviour is essential to allow all our students to achieve their full potential. High standards of behaviour promote effective learning; effective teaching and learning promote good behaviour. No student should be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that students with unusual emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We view as essential a system of rewards for good or improving behaviour and sanctions where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other students to behave well. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter other students from similar behaviour. These rewards and sanctions must be applied consistently and fairly. However, it is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual student. The Headteacher is expected to use discretion in their use.

St Antony's will have an effective and easily understood behaviour policy developed by the Headteacher through consultation with students and their parents or carers and the staff. This policy will clearly state the code of conduct and the rewards and sanctions used.

We expect that students' behaviour will be monitored and that parents or carers will be kept informed of their child's behaviour.

The aim and purpose of this policy is to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils

Rules

Rules are clearly displayed around St Antony's and clarify what is expected of the students in the classroom, around the school and on the journey to and from school. These rules were drawn up by the students of St Antony's and are included as an appendix to this policy.

Rewards

We view as essential a system of rewards for good or improving behaviour. Rewards reinforce and sustain good behaviour and encourage other students to behave well.

There are many ways in which students at St Antony's are rewarded and many reasons behind such rewards.

Rewards include:

STARR Rewards – (St. Antony's Recognition Reward) Students who demonstrate work or behaviour that is worthy of special recognition will be rewarded at the end of each lesson. Teachers may award more than one star reward. Students place their STAR tickets into a Year group box. At the end of each half term three prizes are drawn from the box increasing in size and value.

Fantastic Friday – Where staff nominate children who have produced outstanding work to meet with the Headteacher during form time. Students will receive an additional reward from the Headteacher such as chocolate or anything else deemed appropriate.

Headteacher / Deputy Headteacher positive letters – On a year group rotation staff nominate children to receive a letter to parents from the Headteacher or Deputy Headteacher to celebrate their work. The student will receive a tea and toast voucher to redeem in the school canteen.

Looking Smart – Vouchers presented to children for wearing uniform correctly. Three vouchers can be exchanged for tea and toast at break time.

Termly rewards for attendance, attitude to learning and progress allow students to partake in an event organised by the pastoral team.

Departments and Heads of Year also use a variety of internal reward systems to support improvements in behaviour and attitudes.

Sanctions

When poor behaviour is identified at St Antony's, sanctions will be implemented consistently and fairly in line with this behaviour policy. Possible disciplinary measures may include:

• A verbal reprimand.

• Repeating unsatisfactory work until it meets the required standard.

• The setting of written tasks as punishments, such as writing lines or an essay.

• Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day

• Missing break time.

• Detention including break, lunch-time or after school. Parental consent is not required for detentions although St Antony's will strive to inform parents/carers of a detention taking place out of school time. Parents will be notified of detentions via txt message to the most recent number provided to the school. It is parental responsibility to ensure an up to date contact number is available. With lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points: whether the detention is likely to put the pupil at risk, whether the pupil has known caring responsibilities which mean that the detention is unreasonable, whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances (for instance, notice may not be necessary for a short after school detention where the pupil can get home safely) and whether suitable travel arrangements can be made by the parent for the pupil. Parents / carers are expected to make arrangements for their child should this be necessary.

Types of detention

A C2 detention is a detention with a classroom teacher lasting 15 minutes at either break or lunchtime. If a child forgets or does not attend the detention, then the detention will be reissued once by the class teacher following contact to inform home. If a student has been issued multiple C2 detentions that prevent them from attending one of their C2 detentions, a C3 detention may be issued for persistent disruption to learning. Failure to attend the reissued detention will result in a C3 after school detention. Staff members will attempt to lead a restorative process where it is appropriate to do so.

A C3 / C4 detention is a detention after school lasting for a period of up to 1 hour. Parents will be sent a text message informing them of the detention to be sat that evening. Failure to attend a C3 / C4 detention will result in internal isolation the following day. If a parent / carer requires further information in regards to the nature of the detention, they are asked to contact school. The cut off time for a C3 / C4 detention to be issued for the same day is 2.30pm. Detentions issued after this point will be transferred to the following day. Pupils will be visited by the staff member who issued said detention as part of our restorative process.

A C5 detention is a detention with the Headteacher and/or members of SLT lasting for a period of 1 hour 30 minutes. Parents will be notified by text message and letter. Failure to attend a C5 detention will result in internal isolation the following day.

Lates and lates formal - If a student is late after registration on any given morning they will be expected to sit a 30 minute detention that evening.

A lates formal detention is issued when students fail to attend their lates detention on any particular day. This will result in students being issued with a 1 hour detention which is to be attended on a Friday evening. Failure to attend

this detention will result in internal isolation upon the student returning to school. If a student accrues three formal late detentions then internal isolation will be used in order to clear all remaining detentions owed.

The disruption of ANY TYPE OF DETENTION may result in the pupil being sent home from the detention. Where this is applicable an increased sanction may be issued.

• School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

• Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.

• Period of time in the Padua Centre – The Padua centre is a building situated on the school grounds outside of the main building. It is staffed at all times of the day by our Learning Mentor who support students with a variety of different needs whether they be social, emotional or behavioural. Students will usually follow a separate timetable for time spent in the Padua centre dependent upon the needs or requirements of the individual.

• Period of time in the Isolation room – The Isolation room is a room situated within the main school building where students will work in isolation from the main school body for part, or all of the day as decided by the appropriate staff member. Students will follow their own timetable and complete work as set by their teacher. Teaching support is provided for all students for all times of the day.

• In more extreme cases school may use temporary exclusion at another school site where education will be provided, a fixed term exclusion or permanent exclusion.

Behavioural Expectations

Uniform

The wearing of full school uniform is expected as an integral part of the school ethos which promotes positive attitudes, high standards and a sense of personal pride.
Students are expected to look neat, tidy and business like at all times. Uniform should be clean and repaired or replaced if necessary; we welcome parental support in ensuring that students adhere to this expectation.

Uniform Expectations

- White regulation school shirt worn with a St. Antony's Catholic College red and blue striped tie
- Royal blue St. Antony's pullover or cardigan (optional)
- A St. Antony's emblazoned black school blazer
- Grey fully pleated skirt or black school trousers. Skirts must be knee length and not rolled up. Trousers must be straight or wide fit. Slim or skinny fit are not allowed.
- Black conventional school shoes with no logo
- Plain black tights or black socks, which are worn below the knee with a skirt. White socks may be worn with trousers.

If students arrive in school without suitable school shoes they will be required to change into a pair provided by school unless they have a medical note from a doctor. Refusal to do so may lead to Isolation or a Fixed Term Exclusion.

Outdoor coats / jackets / scarves / gloves must not be worn inside the school buildings or in classrooms.
Students must not wear hats or hoods on the school site. Items worn in the building may be confiscated by members of staff and returned at the end of the day. Repeated violations of this rule may increase the period of confiscation and require parental or carer collection of items.

Sweatshirts or hooded tops of any description are not permitted to be worn on the school site underneath or on top of blazers. All extra items of clothing will be confiscated immediately and returned to students at the end of the day. Refusal to part with items could result in Isolation and in extreme cases of defiance, a potential Fixed Term Exclusion.
In order to maintain high standards of appearance within school, all students will be expected to wear their uniform appropriately at all times. This includes, but is not limited to having shirts tucked in, ties worn up to the top button and their blazers on at all times (other than lunch time) unless instructed to remove them by a member of staff. Students who fail to adhere to this will be issued a "Uniform warning". The staff member will inform the student of this. If a student accrues three of these emails then a C5 detention will be sat at the next available opportunity. Subsequent breaches of the uniform expectations will result in increased levels of sanctions.

Hairstyles

Fashions evolve over time and we remain aware of changes in trends however extreme hairstyles are not permitted. The school is the arbiter of what is considered "extreme". If in doubt please contact the school.
Hair which has been dyed beyond what is deemed to be a natural hair colour is not acceptable and no patterns are permitted.

Jewellery/Makeup

Earrings are not permitted and will be confiscated if worn in the school building.
Visible tattoos are not acceptable.
Students are not allowed to wear any visible body piercings. This includes nose studs, tongue studs or any facial piercings. Clear retainers are not permitted and also piercings should be undertaken in the summer term break. All

jewellery will be confiscated and returned as appropriate. Refusal to hand over items will be seen as defiance and may result in internal isolation.
Students are not allowed to cover piercings with a plaster.
Face makeup is not allowed; if make-up is brought into school it will be confiscated and must be collected by a parent. Nail varnish and/or fake nails are not allowed. Students will be asked to remove these. Students wearing make-up will be asked to remove it; persistent offenders may be sent to Isolation or sent home to remove make-up or nails.

Students who fail to follow the appearance regulations of the school may be placed in internal Isolation or face a Fixed Term Exclusion for defiance.

In class behaviour

It is essential that students arrive to lessons on time, with all the necessary equipment (Super Seven at minimum). They must be respectful to other students and staff members and listen to and follow instructions, not disturbing the learning of others. They must complete their classwork (and any homework set) to the best of their ability.

Selling items in school

The selling of items for financial gain or coercion of others to create financial gain is prohibited both in and outside school. Students who are identified as selling items to other students will be subjected to search. Any items that are identified as having the potential to be sold, will be confiscated and disposed of by the Headteacher as is deemed appropriate. The sanction for this action in the first instance will be internal isolation. Further breaches of the school's behaviour policy in this area may result in a period of fixed term exclusion.

Consequence system

A Consequence System is in place to deal with behaviour within the classroom and corridors which is considered unacceptable and is preventing learning and teaching taking place. In addition, any anti-social or dangerous behaviour outside of the classroom will also be sanctioned. All staff will communicate the reasons to students where possible to do so. Staff understand the importance of consistency in the application of rules for students and will always look to operate in as consistent a manner as is possible.

Member of Staff:	Student:	Form:
Date of Incident:	Subject:	Period:

Behaviour Level	Type of Behaviour	Compulsory Action	Further Action *(Teacher's own discretion)*
C1 *(Teacher's own discretion)*	☐ Late without note ☐ Missing equipment *(planner, etc.)* ☐ *(C1)* Persistent talking ☐ Poor work rate ☐ Eating/chewing ☐ Answering back ☐ Inappropriate comment/language ☐ Minor Distractions *(throwing, etc.)* ☐ Failure to follow staff instructions ☐ *(C2)* Further persistent talking	☐ Warning given ☐ Name alongside C1	☐ Discussion with pupil
C2 *(Teacher's own discretion)*		☐ Warning given ☐ Name alongside C2 ☐ 15 minute teacher detention *(break or lunch)*	☐ Discussion with pupil ☐ Movement within the classroom ☐ Permanent change in the seating plan *(if applicable)* ☐ On-call Warning *(if applicable*
C3 (Despite C1/C2 warnings)	☐ Persistent Talking ☐ Poor work rate/ Refusal to work ☐ Continued eating/chewing ☐ Answering back ☐ Persistent use of inappropriate comments/language ☐ Continuous distractions resulting in stopping other pupils from achieving ☐ Failure to follow teacher instructions ☐ Defiance of instructions from staff ☐ Verbal abuse of staff ☐ Persistent defiance of instructions ☐ Persistent poor work rate in class / Refusal to work ☐ Persistent failure to bring appropriate / essential equipment for learning.	☐ Name alongside C3 ☐ Teacher to contact home ☐ On Call to be requested to move student to HOD / Isolation. ☐ Up to 1 hour teacher detention *(after-school)*	☐ Discussion with pupil ☐ Permanent change in the seating plan *(if applicable)* ☐ On-call Warning *(if applicable)*
C4 (Despite C1/C2 warnings)	☐ Poor work rate/ Refusal to work ☐ Persistent poor work rate in class / Refusal to work.	☐ Name alongside C3 ☐ Teacher to contact home ☐ On Call email to be sent – no collection required. ☐ Up to 1 hour teacher detention *(after-school)*	☐ Discussion with pupil ☐ Permanent change in the seating plan *(if applicable)* ☐ On-call Warning *(if applicable)*
C5 (HOY/SLT/ Curriculum Team Intervention)	☐ Dangerous behaviour in a classroom ☐ Refusal to hand over electronic device** ☐ Refusal to hand over make-up/ jewellery** ☐ Three or more "uniform warning" emails. ☐ Extreme verbal abuse towards staff** ☐ Truancy of any form. ☐ Persistent defiance of instructions ☐ Persistent poor work rate in class / Refusal to work ☐ Failure to complete homework. ☐ Persistent failure to bring appropriate / essential equipment for learning. ☐ Any form of inappropriate physical contact including birthday beats.**	☐ On-call Removal ☐ Internal Isolation ** ☐ SLT to contact home ☐ 1hr 30min SLT Formal detention *(after-school)*	☐ Internal Isolation *(if applicable)* ** ☐ Report ☐ Referral *(Mentor/ SEN/ External Agencies)* ☐ Fixed term exclusion

In school/out of class behaviour

Students are also expected to behave appropriately around school e.g. on the corridors, in the yard, in the dining room etc. Students should walk quietly and sensibly on the left-hand side. They should take care of school property such as displays, furniture and equipment. All litter should be put in bins. The correct uniform should be worn at all times and outside coats, scarves and hats should not be worn inside the buildings. All incidents of damage to school property should be reported. Toilets should be used in an acceptable way. Students should treat each other and all members of staff with respect and any incidents of bullying should be reported. The consequence system is applicable both in and out of the classroom and will be applied as deemed appropriate by staff members.

Drugs

All drug-related incidents will be investigated, with the assistance of the Police if necessary. Appropriate sanctions will be decided upon by the Headteacher / Senior Management team and may lead to Permanent Exclusion. Any student in possession of drugs/illegal substances may be referred to the Police.

The school regards the issue of drugs as being extremely serious and is determined to do all in its power to ensure that the school is a 'drug-free zone'.

Consequently, students MAY BE PERMANENTLY EXCLUDED if they are involved in any drug related incidents.

Definition 1: 'Drug related incidents' include:

- Being in possession of any amount of drugs
- Selling or passing of drugs to others
- Using drugs

Definition 2: Drugs means illegal drugs or controlled drugs. This also includes drugs known as 'legal highs'.

Prescribed Drugs

The school regards the carrying, passing on or using of prescription drugs illegitimately as a very serious matter and this could lead to permanent exclusion.

Non-Prescription Drugs

Some drugs which are available 'over the counter' to the general public can be harmful if misused. Paracetamol and aspirin are examples of such drugs. Students should not carry these into school. Any misuse of these drugs could lead to exclusion. The school office will not provide any pupils with any form of medication other than that which is prescribed by a doctor and shows details of the prescription in regards to prescribed frequency of doses. Any student who is found to have been under the influence of drugs or in possession of drugs will be subject to a mandatory referral to Early Break who provide support for young people with drug problems.

Medication

If it is necessary for a student to take medication during the school day, the parent should:

- inform the School Office.
- bring the medication to school and complete the relevant school medical form.
- have the medication placed in safe-keeping with staff in the School Office.

The student should report to the School Office and take the medication under supervision.

Students with ongoing medical conditions will have relevant arrangements in place.

Smoking

St Antony's is a 'smoke-free' site. Students in possession of cigarettes, e-cigarettes, shisha pens, matches or lighters will have these confiscated and destroyed, their parents will be informed. Incidents involving any of the items listed may result in a period in the Isolation Room or a Fixed Term Exclusion for persistent defiance of school rules. Students found to be smoking in the vicinity of school may also be sanctioned.

Alcohol

The possession, supply or use, or being under the influence of alcohol and /or other substances (such as solvents) on the school site, on the way to and from school, or on trips, sports' fixtures,
residential visits and any other off site school-organised activity is totally unacceptable and illegal.

Students in the possession of, or under the influence of, alcohol will be referred to a member of the Senior Leadership Team. The alcohol will be confiscated and destroyed and their parents immediately informed. Sanctions may include Isolation, fixed term exclusion or permanent exclusion.

Prohibited items/products

Energy drinks, - Energy drinks, both carbonated and non-carbonated, are not permitted on the school premises. Energy drinks include all products that are designed to also improve sports performance and are identified as having a high sugar and or caffeine content. For example, Lucozade, Red Bull, Monster and all other similar products. If a student is witnessed by a staff member in possession of these products they will be confiscated by the staff member and will be disposed of.

Mobile phones / Electrical Items / Smart watches

Students are not permitted to use mobile phones anywhere inside the school building except for Yr11s who may, as a privilege, use them in the Conservatory at break and lunch. Students may leave mobile phones in the School Office for collection at the end of the day providing they bring an envelope that clearly states their name, form and home address. If a student is found to be using a mobile phone or other electrical device, either visibly or audibly within the building, the phone / item will be confiscated for a period of 24 hours. Confiscated phones will be given into the Office for safe keeping and a text message sent informing parents of the confiscation. Phones and other electrical devices are only permitted to be collected by a parent/carer of that child. Phones will not be returned to children by request of phone call from said parent or carer. This procedure also applies to all forms of electrical listening devices including earphones, smartwatches, iPods etc. Staff should endeavour to use the phrase, "See it. Hear it, use it, lose it" In order to create a whole school consistent approach.

Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Teachers may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Screening and searching pupils

Teachers have the power to search without consent for "prohibited items" including:

• knives and weapons

• alcohol

• illegal drugs

• stolen items

• tobacco and cigarette papers

• fireworks

• pornographic images

• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

• any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a student refuse to consent the Police may be called. Weapons, knives and extreme or child pornography will always be handed over to the Police, otherwise it is for the Headteacher or a member of SLT to decide if and when to return a confiscated item.

The power to use reasonable force and other physical contact

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Support for pupils who display continuous disruptive behaviour

The school pastoral system provides help and advice both to individuals and to groups to regulate behaviour. We have a highly experienced team of Senior Leaders who lead Heads of Year and the form tutors in the day to day pastoral care of our students. The appropriate Form Tutor followed by the Head of Year would usually be the first point of contact should a parent wish to raise any issue or concern. In addition:

a) The Education Welfare Officer provides specialised advice and support to individual students and families.

b) The Padua Centre provides support for any identified students to improve behaviour, learning and students with specific vulnerabilities identified by the DSL.

c) The support provided by the Special Educational Needs Department is designed to motivate students in their learning which in turn improves behaviour.

d) Learning Mentors. The school has two learning mentors who support students in their school life and address behavioural / emotional issues when they arise.

e) The school will engage the support and advice of agencies of the LEA to address behaviour problems when needed.

The school also engages with other external agencies including:

Other Sources of Help for Young People.

Kooth.com

www.kooth.com

Free, safe and anonymous online support for young people.

Just Psychology

Tel: 0161 262 1622
www.justpsychology.co.uk

Trafford sunrise will provide support for children 5-12 years in coping with their emotional help and wellbeing

Healthy Young Minds (Formally CAHMS)

Waterside House
1st Floor
Sale
M33 7ZF

Tel: 0161 716 4747

NHS multidisciplinary service for young people up to the age of 18 years old who may be suffering from a range of difficulties such as depression, anxiety and eating disorders amongst many others

Counselling and Family Centre

Mayors Road,
Altrincham
WA15 9RP

Tel. 0161 941 7782
www.fcl.ismysite.co.uk

A confidential helpline operated by trained volunteers Monday – Friday 10.00 a.m. – 10.00 p.m.
A free counselling service available to anyone 14+ staffed by qualified counsellors and confidential listeners.

42nd Street

2nd Floor,
Swan Buildings,
Manchester
M4 5JW
Tel. 0161 832 0170

www.fortysecondstreetorg.uk

Support Service for young people 14 – 25 years experiencing stress, depression or other problems.

Talkshop The Waterside, Sale Manchester M33 7XA	Tel. 0161 912 2453	Confidential advice and information for young people 11 – 19, Youth workers also offer one to one counselling.
Connexions Talksphop, Tatton Road, Sale. M33 7ZF	Tel. 0161 911 8600 www.connexions-trafford.org.uk	Offer careers guidance, advice on drugs / general health and a personal advisor service for young people 13 – 19.
DrugScope	www.drugscope.org.uk.	DrugScope is a centre of expertise on illegal drugs, aiming to reduce drug-related risk.
QUIT	Tel: 0800 00 22 00 www.quit.org.uk	A charity that aims to reduce tobacco-related harm by helping smokers to stop
Early Break Bridgewater house, Bridgewater Street. Sale	Tel. 07724 700 233 Tel. 07724 700 234 www.phoenix-futures.org.uk	The Early Break Group is a charity and housing association which helps people overcome drug and alcohol problems.

Taking into account individual student needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage and as school we have the legal responsibility to make reasonable adjustments. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We would expect staff to make reasonable adjustments in the application of our behaviour policy for those students whose individual SEND needs indicate that it would be appropriate to do so.

We believe that adults in our school need to take account of the individual needs and circumstances of the students when implementing this behaviour policy. The School aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no sanction of such a student has been caused directly, or indirectly by the student's disability or special educational need.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Outside agencies may also be used to offer advice and support to help.

All teaching staff will be provided with regularly updated information regarding students who have special educational needs. It is expected that staff will use this information appropriately when implementing the school behavioural policy.

Allegations of abuse against staff

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been

reported. If a pupil is found to have made a malicious accusation against school staff, disciplinary action will be taken which may include isolation, fixed term or permanent exclusion. The pupil may be referred to social services or to the Police if appropriate.

Reporting Procedures

If a child wishes to report a behavioural incident they should inform any member of staff who will pass the concern to the relevant colleague. If a parent wishes to report a behavioural incident they can do so by contacting the school on stantonys.admin@trafford.gov.uk or by phoning school on 0161 911 8001. All concerns will be investigated. However, it may not be appropriate to report the outcomes of an investigation back to a child or to a parent. When appropriate the child or parent will be informed of the outcome by a relevant colleague.

Complaints Procedure

If parents wish to raise a complaint with regards to the implementation of this policy, they should refer to the school's Complaints Policy which is available on the school website.

** COVID 19 Additional amendments – To stay in place during the entirety of any reduced opening provisions of school.

Children who attend a school on a temporary basis because of coronavirus (COVID-19) will still be pupils for all purposes other than registration. For example, they will still be pupils for the purposes of the school's SEN, safeguarding and school medical duties. The school will be able to apply its normal behaviour policy to such children.
https://www.gov.uk/government/publications/school-attendance

Refusal to follow social distancing and other associated health and safety measures will be considered a breach of the school's behaviour policy.
The school will be happy to work with parents/carers to address these issues where a pupil's behaviour is impacted by any special needs or disabilities.

Appendix 1: Report Card procedures

At St. Antony's Catholic College, we strive to create a learning environment where all students can flourish and reach their individual potential. However, at times barriers to learning can develop for individuals and in order to support, monitor and remove these barriers, the school operates a report card system. The purpose of this system is to allow both the school and parent/ carer to work together to identify and remove barriers and keep students focused and engaged with their learning.

Report cards can be issued for a variety of reasons. Barriers to learning may be behavioural, social, emotional or at times a general passiveness towards learning. We strive to work with our students and families to identify and remove these barriers in order to generate better outcomes for the students in our care.

A brief summary of our report card system is given below detailing possible sanctions and outlining minimum expectations for students on report card.

Parents/Carers are expected to sign the report card each evening to support the school in monitoring the student's progress.

Behavioural Report cards

This system operates at 3 stages;

The minimum expectation for a student on any report card to is to achieve a daily score of 15/20 (75%) in relation to their attitude to learning. Each lesson Attitude to learning is graded 1-4 where 4 is outstanding.

Colour	Person student reports to	Sanction for not achieving 15/20
Green	Form Tutor	C3 30min detention following day
Amber	Progress Leader	C3 1 hour detention following Day
Red	Senior Management Team	Isolation the following day

The system follows the following principle:

Students will spend two weeks on each colour of report escalating if required. If targets are consistently met, students will move down the system to the stage from which they are at, for a period of one week before being removed from the reporting system if agreed targets are met. Attitude to learning should default to a "3" if an individual has met their targets. The following principles apply to report cards in terms of grading ATL;

- Students must earn a 4. The default for meeting targets is a 3.
- If a C1 is issued a Grade 2 will generally be awarded.
- If a C2 is issued a Grade 1 will be awarded.
- If a student receives a C3/4 then no score will be awarded.

Attitude to Learning Report Cards

(Pink / Purple in colour)

Following a data drop, Progress Leaders will be able to see an overall attitude to learning score for each student. If student's fall below expected levels of application then it may be decided that it is necessary to monitor their attitude to learning in either specific or all subjects in order to improve their outcomes. Barriers to learning are not always behavioural and passive learning can be just as damaging to a child's education. Sanctions for not meeting agreed and expected standards on this report card will be at the discretion of the Progress Leader and applied appropriately.

Bespoke report cards.

At times Form tutors and Progress Leaders may issue additional monitoring cards that are bespoke to their year group or individual's needs. These report cards will often offer a set criteria in order to reach a reward. Clarification of such cards should be provided from the Head of Year or Form tutor.

Peer on Peer Abuse

Context

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below. Research suggests that downplaying certain behaviours has become normalised amongst young people, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of normalizing unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 21).

At Antony's Roman Catholic School staff who work with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

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

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

All staff should be aware of safeguarding issues from peer abuse.

Including but not limited to:

- Bullying (including online bullying) (possibly physical, virtual, emotional, cyber).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Sexting (also known as youth produced sexual imagery).
- Initiation/hazing type violence and rituals.
- Social bullying (exclusion/inciting over social media).

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.
- Children or young people who harm others may have additional or complex needs e.g.
- Significant disruption in their own lives.
- Exposure to domestic abuse or witnessing or suffering abuse.
- Educational under-achievement.
- Involvement in crime.

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance to help.

Responsibility

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

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

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

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

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

At St Antony's Roman Catholic School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

Purpose of this Section of the BFL Policy

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

At St Antony's Roman Catholic School we have the following policies in place that should be read in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Managing Allegations / Whistleblowing Policy
- Health & Safety Policy
- Online Safety Policy

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, *'must be informed by the views of the child'.* (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2021 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Abuse and harmful behaviour

It is necessary to consider.

- What abuse is and what it looks like.
- How it can be managed.
- What appropriate support and intervention can be put in place to meet the needs ofthe individual.
- What preventative strategies may be put in place to reduce further riskof harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part ofgrowing up'. It is important to consider the forms abuse may take and the subsequent actions required.

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

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

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.

Physical abuse

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

Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead.

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

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

with consideration of

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- Trafford First response referral 65.3, page 28

- Reporting to the police 65.4, Page 29

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

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

- Inappropriate sexual language.
- Inappropriate role play.
- Sexual touching.
- Sexual assault/abuse.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- **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.

Bullying

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

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online Bullying

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

Online bullying can take many forms

- Abusive or threatening texts, emails or messages.
- Posting abusive comments on social media sites.
- Sharing humiliating videos or photos of someone else.
- Stealing someone's online identity.
- 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.

Sexting / Sharing nude or indecent imagery

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

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

This must always be referred immediately to the Designated Safeguarding Lead

DSL will follow the UKCIS: Sexting in schools and colleges 2016 guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB 1_.PDF.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

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

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the Designated Safeguarding Lead immediately before taking any further in-school actions.

Recognising peer abuse

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

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

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Taking Action

- Always take complaints seriously.
- Gain a statement of facts from the pupil(s).
- Assess needs of victim and alleged perpetrator.
- Consider referral to Police or Social Care.
- Contribute to multi-agency assessments.
- Convene a risk management meeting.
- Record all incidents and all action taken.

Recording sexualised behaviour

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

Gather the Facts

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

Consider the Intent

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

Decide on your next course of action

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

If Trafford First Response and the Police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

Informing parents/carers

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

Is the pupil 13+ and does not want to share with parents? Use the 'Gillick' test and the 'Fraser' guidelines.

https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child- rights-law/gillick-competency-fraser-guidelines/

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

Points to consider

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

Where did the incident or incidents take place?

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

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

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

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

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

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

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

For the young person who has been harmed

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

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

For the young person who has displayed harmful behaviour

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

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

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

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

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

After care

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

Preventative Strategies

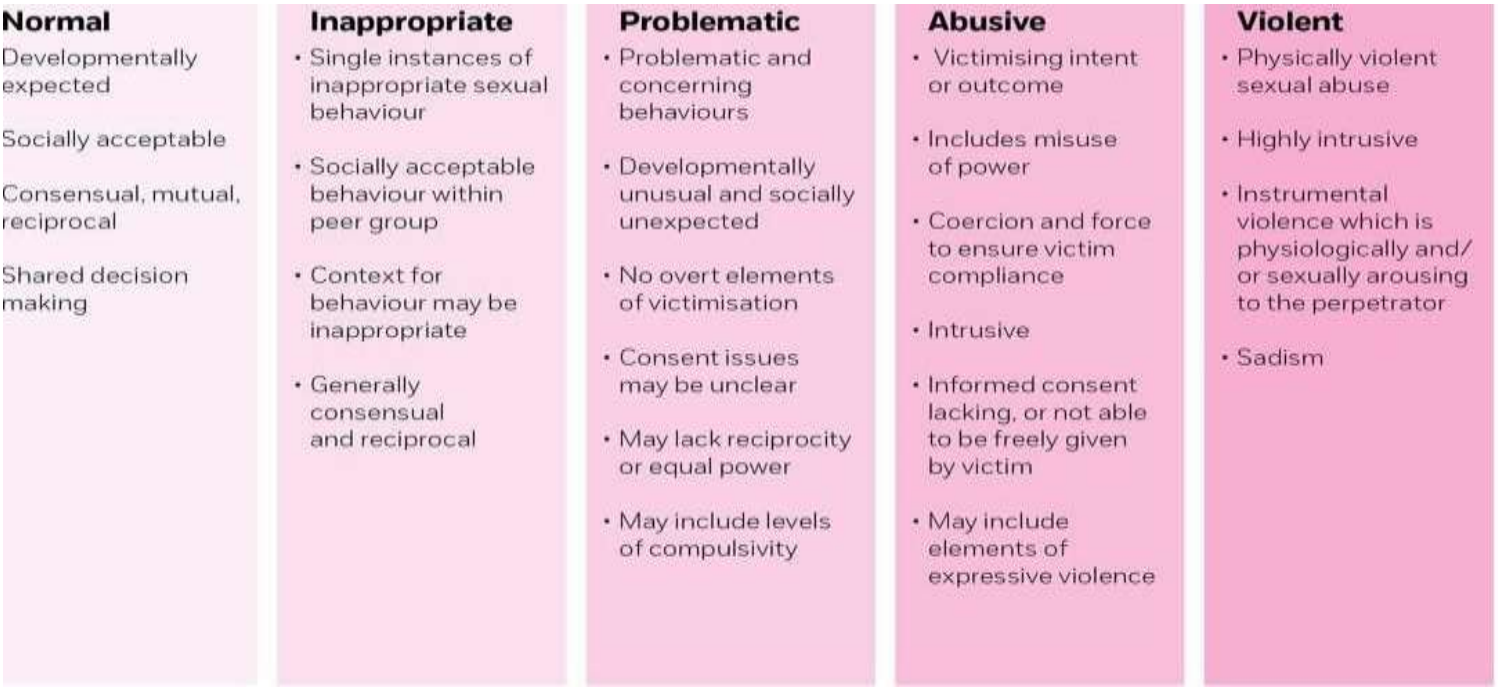
Peer on peer abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer on peer abuse.

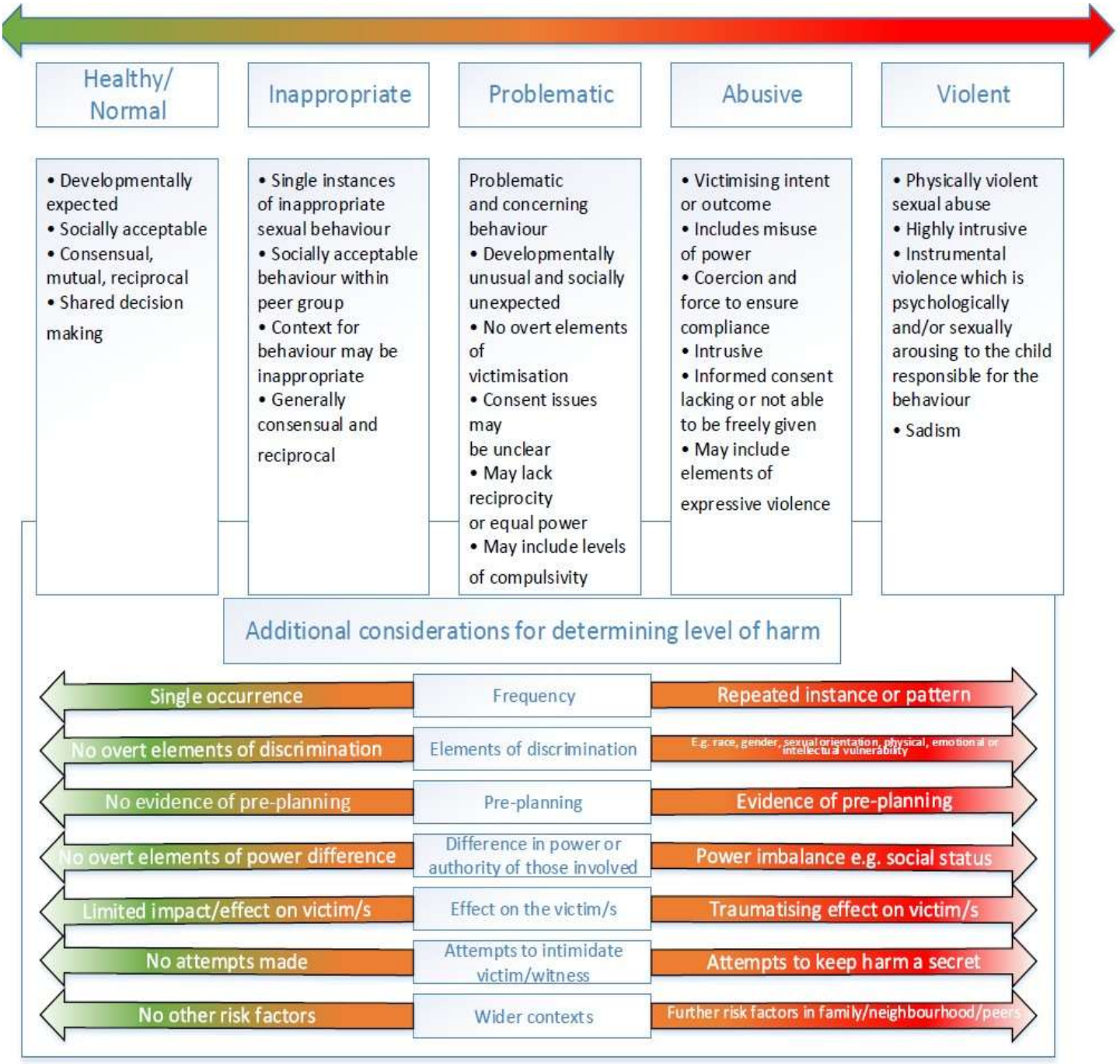
This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather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

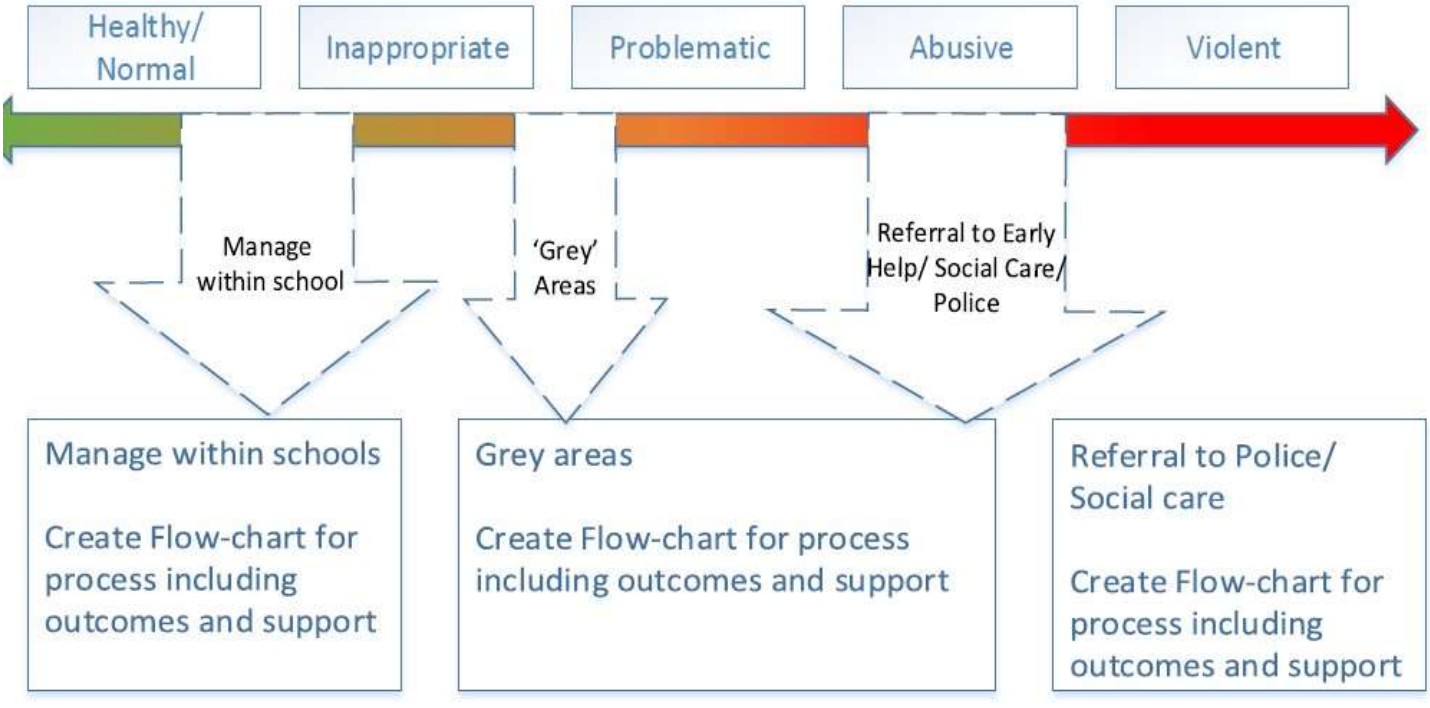
Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

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

https://www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviour-framework.pdf




Healthy/ Normal
Inappropriate
Problematic
Abusive
Violent
• Developmentally expected
• Socially acceptable
• Consensual, mutual, reciprocal
• Shared decision making
• Single instances of inappropriate sexual behaviour
• Socially acceptable behaviour within peer group
• Context for behaviour may be inappropriate
• Generally consensual and reciprocal
Problematic and concerning behaviour
• Developmentally unusual and socially unexpected
• No overt elements of victimisation
• Consent issues may be unclear
• May lack reciprocity or equal power
• May include levels of compulsivity
• Victimising intent or outcome
• Includes misuse of power
• Coercion and force to ensure compliance
• Intrusive
• Informed consent lacking or not able to be freely given
• May include elements of expressive violence
• Physically violent sexual abuse
• Highly intrusive
• Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
• Sadism
Additional considerations for determining level of harm
Single occurrence
Frequency
Repeated instance or pattern
No overt elements of discrimination
Elements of discrimination
E.g. race, gender, sexual orientation, physical, emotional or intellectual vulnerability
No evidence of pre-planning
Pre-planning
Evidence of pre-planning
No overt elements of power difference
Difference in power or authority of those involved
Power imbalance e.g. social status
Limited impact/effect on victim/s
Effect on the victim/s
Traumatising effect on victim/s
No attempts made
Attempts to intimidate victim/witness
Attempts to keep harm a secret
No other risk factors
Wider contexts
Further risk factors in family/neighbourhood/peers


Healthy/ Normal
Inappropriate
Problematic
Abusive
Violent
Manage within school
'Grey' Areas
Referral to Early Help/ Social Care/ Police
Manage within schools
Create Flow-chart for process including outcomes and support
Grey areas
Create Flow-chart for process including outcomes and support
Referral to Police/ Social care
Create Flow-chart for process including outcomes and support

PART FOUR: RESPONSE TO REPORTS

Summary of responses

REPORT RECEIVED
(from the victim or third-party)
[Onsite, offsite or online]

Definitions

Sexual Violence
Rape
Assault by penetration
Sexual assault

Sexual Harassment
Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe
- confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 43)
- parents of victim informed

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)
Immediately: Consider how to support the victim and the alleged perpetrator

- wishes of the victim
- nature of the alleged incident
- ages of the children
- development stage of the child
- any power imbalance
- one-off, or part of a pattern of behaviour
- any ongoing risks
- other related issues and wider context

MANAGE INTERNALLY

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP

Non-violent Harmful Sexual Behaviours
(see Harmful Sexual Behaviours Framework (NSPCC) and the Brook Traffic Light Tool)

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger.

Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault.

Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

RISK ASSESSMENT

Immediately

Do not wait for outcome of referral before protecting victim.

Emphasis on victim being able to continue normal routines.

Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school)
[Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(see separate page)

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

(see separate page)

DISCIPLINARY MEASURES TAKEN

(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jepordise the investigation
School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

- **Conviction or Caution**: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes.
- **Not Guilty**: Support victim and alleged perpetrator
- **No Further Action**: Support victim and alleged perpetrator

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Source:
Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2017)

Where to go for further information

11.1. DfE: Statutory guidance: Working together to safeguard children, 2018 https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

11.2. DfE: Statutory guidance: Keeping children safe in education, September 2020 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

11.3. DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018 https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment- between-children-in-schools-and-colleges

11.4. DfE: Searching, screening and confiscation at school, January 2018 https://www.gov.uk/government/publications/searching-screening-and-confiscation

11.5. DfE: Preventing and Tackling Bullying, July 2017 https://www.gov.uk/government/publications/preventing-and-tackling-bullying

11.6. DfE: Statutory guidance School exclusion, May 2020 https://www.gov.uk/government/publications/school-exclusion

11.7. DfE: Teaching Online Safety in Schools, June 2019 https://www.gov.uk/government/publications/teaching-online-safety-in-schools

11.8. DfE: Relationship Education and Relationship and Sex Education, July 2020 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex- education-rse-and-health-education

11.9. DfE: Behaviour and discipline in schools, July 2020 https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

11.10. DfE: Mental health and behaviour in schools, November 2018 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

11.11. DfE: Children Missing Education, September 2016 https://www.gov.uk/government/publications/children-missing-education

11.12. DfE: Cyberbullying: Advice for headteachers and school staff, November 2014 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

11.13. DfE: Mental health and behaviour in schools, November 2018 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

11.14. UKCIS: Sexting guidance for schools, 2016 https://www.gov.uk/government/publications/sexting-in-schools-and-colleges (An updated copy of this guidance is due autumn term 2020)

11.15. UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017 https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face- to-face-and-online-a-guide-for-schools

11.16. UKCIS: Education for a connected world, June 2020 https://www.gov.uk/government/publications/education-for-a-connected-world

11.17. London Child Protection Procedures, edition 5, 2018 http://www.londoncp.co.uk/

11.18. Havering: Online CSE toolkit https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx

11.19. Brook Traffic Light Tool https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light- tool/

11.20. Gov.uk: Equality Act 2010: advice for schools https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

11.21. Equality and Human Rights Commission: Public Sector Equality Duty Guidance for Schools in England https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty- guidance-schools-england

11.22. Key messages from research on children and young people who display harmful sexual behaviour (PDF) https://www.csacentre.org.uk/index.cfm/_api/render/file/?method=inline&fileID=E2C17C42- 5084-47CC-902E94451079C6B6

11.23. NPCC- When to call the police https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf