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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:

Achievement points. These can be issued by all teaching and non-teaching staff for displaying positive behaviours such as excellent effort throughout a lesson, excellent homework, excellent achievement, reading books, helping others, being a good role model, representing the school and attending period 6. Achievement points contribute towards further rewards such as badges, certificates and rewards trips.

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.

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 C5 detention. Staff members will attempt to lead a restorative process where it is appropriate to do so.

A CL detention is a detention lasting 30 minutes at lunchtime. If a child forgets or does not attend the detention then the detention will be escalated to a C3 detention the following day and a parent / carer informed.

A C3 / C4 detention is a detention after school lasting for 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 a C5 detention. 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 a member of SLT lasting for a period of 1 hour 30 minutes. Parents will be notified by text message and letter. These take place on a Tuesday and a Friday. 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.

Pupils arriving later than 4 minutes to a lesson will have the number of minutes late logged on the school system. This will be accrued over the week and the time made up in the lates formal detention on a Friday evening.

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 suspension 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 the top button closed and a St. Antony's Roman Catholic school red and blue striped tie with a minimum of five visible stripes
- 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 sports brands
- Plain black tights or black ankle socks, which are worn below the knee with a skirt. White socks may be worn with trousers.
- Full St Antony's PE kit to be brought to school on all days where PE is timetabled regardless of whether a child has a note excusing them from practical activity.

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 Internal Isolation or a Fixed term suspension.

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 suspension.

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 "CU detention". The staff member will inform the student of this. If a student accrues a "CU detention" they will be expected to attend Rm16 at lunch time as part of this sanction. Failure to attend will result in further 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 suspension 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.

At the start of the lesson, students should:

- Arrive on time wearing the correct uniform, looking smart and professional
- Enter calmly
- Go straight to the correct seat
- Sit down quietly
- Get the correct equipment out and be ready to learn
- Complete the do now activity

During the lesson, students should:

- Put genuine effort into learning, so that I can reach my full potential
- Listen while the teacher is talking and when other people are answering questions
- Stay in my seat unless I am asked to move
- Follow the behaviour for learning policy
- Follow instructions without question
- Keep all personal items e.g. phones/earphones out of sight
- Only talk about the learning

At the end of the lesson, students should:

- Tidy up as instructed - the room must be left tidy
- Stand behind the correct seat
- Wait quietly for the bell
- Leave calmly when instructed, wearing the correct uniform, looking smart and professional

### **Cover SOPs to support behaviour for learning**

Internal cover and external supply are issued with cover SOPs to ensure consistency and promote positive behaviour for learning in cover lessons.

### **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 suspension.



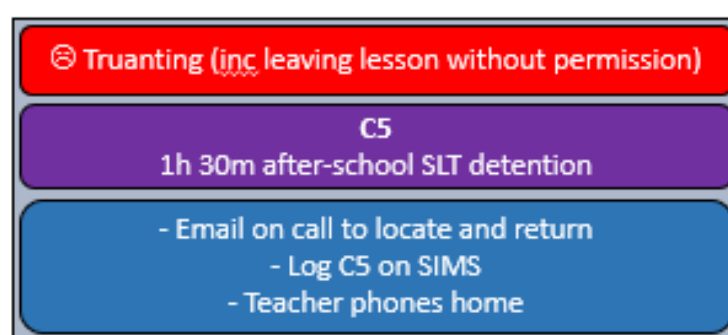
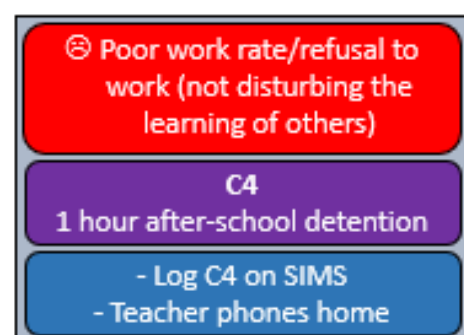
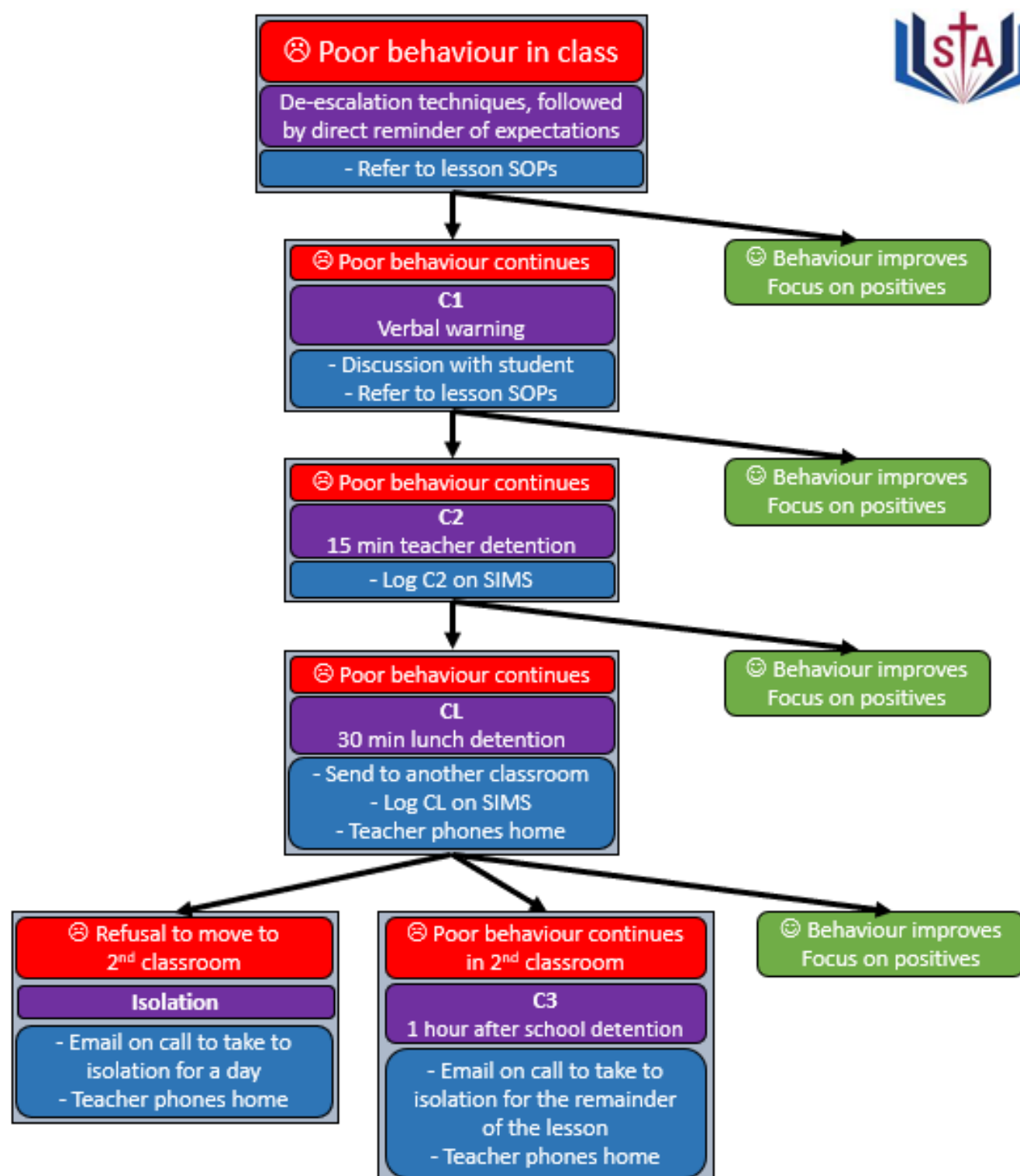
## Consequence system

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. If a student's behaviour needs correcting, staff will use positive de-escalation techniques to remind students of expectations so students have the opportunity to move on positively before the consequence system is applied.

**In lessons** (following de-escalation techniques AND direct reminder of expectations (referring to lesson SOPs)):

| Behaviour Level  | Type of Behaviour  | Compulsory Action  | Further Action<br>(Teacher discretion)   |
|--|--|--|--|
| <b>C1</b><br>Teacher's own discretion                      | <ul style="list-style-type: none"> <li>Disrupting the learning of others</li> <li>Persistent talking</li> <li>Poor work rate</li> <li>Eating/chewing</li> <li>Answering back</li> <li>Inappropriate comment/language</li> <li>Failure to follow staff instructions</li> </ul>  | <ul style="list-style-type: none"> <li>Warning given</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion with student</li> </ul>  |
| <b>C2</b><br>15-minute teacher detention (break or lunch)) | <ul style="list-style-type: none"> <li>If C1 behaviour continues</li> <li>Dishonesty</li> </ul>  | <ul style="list-style-type: none"> <li>Warning given</li> <li>15-minute teacher detention (break or lunch, teacher's discretion)</li> <li><b>Log C2 on SIMS</b></li> </ul>   | <ul style="list-style-type: none"> <li>Discussion with student</li> <li>Movement within the classroom</li> <li>Change in the seating plan</li> </ul> |
| <b>CL</b><br>30-minute (central lunch) detention           | <ul style="list-style-type: none"> <li>If C2 behaviour continues</li> <li>Failure to attend C2 detention</li> <li>Persistent failure to bring appropriate / essential equipment for learning.</li> </ul>   | <ul style="list-style-type: none"> <li>Student sent to HOD / nearby teacher</li> <li>30-minute lunch detention (the following day)</li> <li><b>Log CL on SIMS</b></li> <li>Teacher to phone home</li> </ul>            | <ul style="list-style-type: none"> <li>Discussion with student</li> <li>Change in the seating plan</li> </ul>  |
| <b>C3</b><br>1-hour (central after school C3) detention    | <ul style="list-style-type: none"> <li>If CL behaviour continues in HOD's / second teacher's classroom</li> <li>Disrupting the learning of others in HOD's / second teacher's classroom</li> <li>Failure to attend CL detention (C3 will be the following day)</li> <li>2 CLs in a day</li> </ul>  | <ul style="list-style-type: none"> <li><b>On Call removal to isolation for remainder of lesson</b></li> <li>1-hour detention (after-school)</li> <li><b>Email to On Call</b></li> <li>Teacher to phone home</li> </ul> | <ul style="list-style-type: none"> <li>Discussion with student</li> <li>Change in the seating plan</li> </ul>  |
| <b>C4</b><br>1-hour (central after school C4) detention    | <ul style="list-style-type: none"> <li>Poor work rate/Refusal to work (not disturbing the learning of others)</li> </ul>   | <ul style="list-style-type: none"> <li>1-hour detention (after-school)</li> <li><b>Log C4 on SIMS</b></li> <li>Teacher to phone home</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion with student</li> <li>Change in the seating plan</li> </ul>  |
| <b>C5</b><br>1 hour 30-minute detention (SLT-Tue/Fri)      | <ul style="list-style-type: none"> <li>Truancy of any form, including leaving a lesson without permission or refusing to attend a lesson</li> <li>Vandalism</li> <li>Failure to attend C3 detention</li> </ul>   | <ul style="list-style-type: none"> <li>1hr 30min SLT detention (after-school)</li> <li><b>Email On Call if child missing</b></li> <li><b>Log C5 on SIMS</b></li> <li>Staff issuing sanction to phone home</li> </ul>   | <ul style="list-style-type: none"> <li>Report</li> <li>Referral</li> <li>Suspension</li> </ul>   |
| <b>Isolation</b><br>(Full day)                             | <ul style="list-style-type: none"> <li>Refusal to move to another classroom</li> <li>Failure to attend C5 detention</li> <li>Swearing</li> <li>Verbal abuse of staff</li> <li>Extreme / persistent defiance</li> <li>Refusal to hand over electronic device</li> <li>Refusal to hand over/remove make-up/jewellery</li> <li>Refusal to correct uniform</li> <li>Dangerous behaviour</li> <li>Any form of inappropriate physical contact including birthday beats</li> <li>2 or more C3s in the same day (results in isolation plus C3)</li> <li>2 x C5s in 1 week</li> </ul> | <ul style="list-style-type: none"> <li><b>On Call removal to isolation (full day)</b></li> <li><b>Email to On Call</b></li> <li>Staff issuing sanction to phone home</li> </ul>  | <ul style="list-style-type: none"> <li>Referral</li> <li>Suspension</li> </ul>   |

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## 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.

## The pastoral consequence system

This runs alongside the regular consequence system. The purpose of this is to allow tracking of pupil behaviour to differentiate between issues with behaviour in lessons and in unstructured time so that pupils can be provided with appropriate support to improve their behaviour.

### Pastoral / out of lessons:

| Behaviour Level  | Type of Behaviour   | Compulsory Action  | Further Action (HOY's discretion)   |
|--|---|--|---|
| <b>CL-P</b><br>30-minute detention<br>(central CL-P lunch detention)   | <input type="checkbox"/> Repeated uniform warnings<br><input type="checkbox"/> Sharing a toilet cubicle with another student<br><input type="checkbox"/> Breaking the one-way system  | <input type="checkbox"/> 30-minute lunch detention (the following day)<br><input type="checkbox"/> <b>Log CL-P on SIMS</b>   | <input type="checkbox"/> Discussion with student<br><input type="checkbox"/> Contact home<br><input type="checkbox"/> Multiple days |
| <b>C3-P</b><br>1-hour detention<br>(central after school C3 detention) | <input type="checkbox"/> Failure to attend CL-P detention (C3-P will be the following day)<br><input type="checkbox"/> 2 CL-Ps in a day   | <input type="checkbox"/> <b>Email to On Call</b>   | <input type="checkbox"/> Discussion with student<br><input type="checkbox"/> Contact home   |
| <b>C5-P</b><br>1 hour 30-minute detention (SLT)<br>(Tue/Fri)           | <input type="checkbox"/> Failure to attend C3-P detention<br><input type="checkbox"/> Selling items of food or drink for financial gain   | <input type="checkbox"/> 1hr 30min SLT detention (after-school)<br><input type="checkbox"/> <b>Email to On Call</b><br><input type="checkbox"/> Staff issuing sanction to phone home         | <input type="checkbox"/> Report<br><input type="checkbox"/> Referral<br><input type="checkbox"/> Suspension                         |
| <b>Isolation</b><br>(Full day)   | <input type="checkbox"/> Failure to attend C5-P detention<br><input type="checkbox"/> Swearing<br><input type="checkbox"/> Verbal abuse of staff<br><input type="checkbox"/> Extreme / persistent defiance<br><input type="checkbox"/> Refusal to hand over electronic device<br><input type="checkbox"/> Refusal to hand over/remove make-up/jewellery<br><input type="checkbox"/> Refusal to correct uniform<br><input type="checkbox"/> Dangerous behaviour<br><input type="checkbox"/> Any form of inappropriate physical contact including birthday beats<br><input type="checkbox"/> 2 or more C3s in the same day (results in isolation plus C3)<br><input type="checkbox"/> 2 x C5s in 1 week | <input type="checkbox"/> <b>On Call removal to isolation (full day)</b><br><input type="checkbox"/> <b>Email to On Call</b><br><input type="checkbox"/> Staff issuing sanction to phone home | <input type="checkbox"/> Referral<br><input type="checkbox"/> Suspension<br><br><i>Updated April 2023</i>                           |

## 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 suspension for persistent defiance of school rules. Students found to be smoking in the vicinity of school or whilst in uniform 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 suspension 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, airpods, 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](http://www.kooth.com)

Free, safe and anonymous online support for young people.

#### Just Psychology

Tel: 0161 262 1622  
[www.justpsychology.co.uk](http://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  
1<sup>st</sup> 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](http://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](http://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**

Talkshop,  
Tatton Road,  
Sale.  
M33 7ZF

Tel. 0161 911 8600

[www.connexions-trafford.org.uk](http://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](http://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](http://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](http://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](mailto: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 Roman Catholic school, 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 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  | Head of Year              | 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.

# Child On Child 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 22).

At St 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.

**Child on Child 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 Child on child 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), 2022 states that

***‘Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child on child abuse and sets out how allegations of child on child 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.’

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

At 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 child on child 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, 2022 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 of the individual.
- What preventative strategies may be put in place to reduce further risk of harm.

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

- Children are vulnerable to abuse by their peers. 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 accidentally 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.

[Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/98261/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges-sept-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

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

In order to be considered 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/551575/6.243\\_9\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_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

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

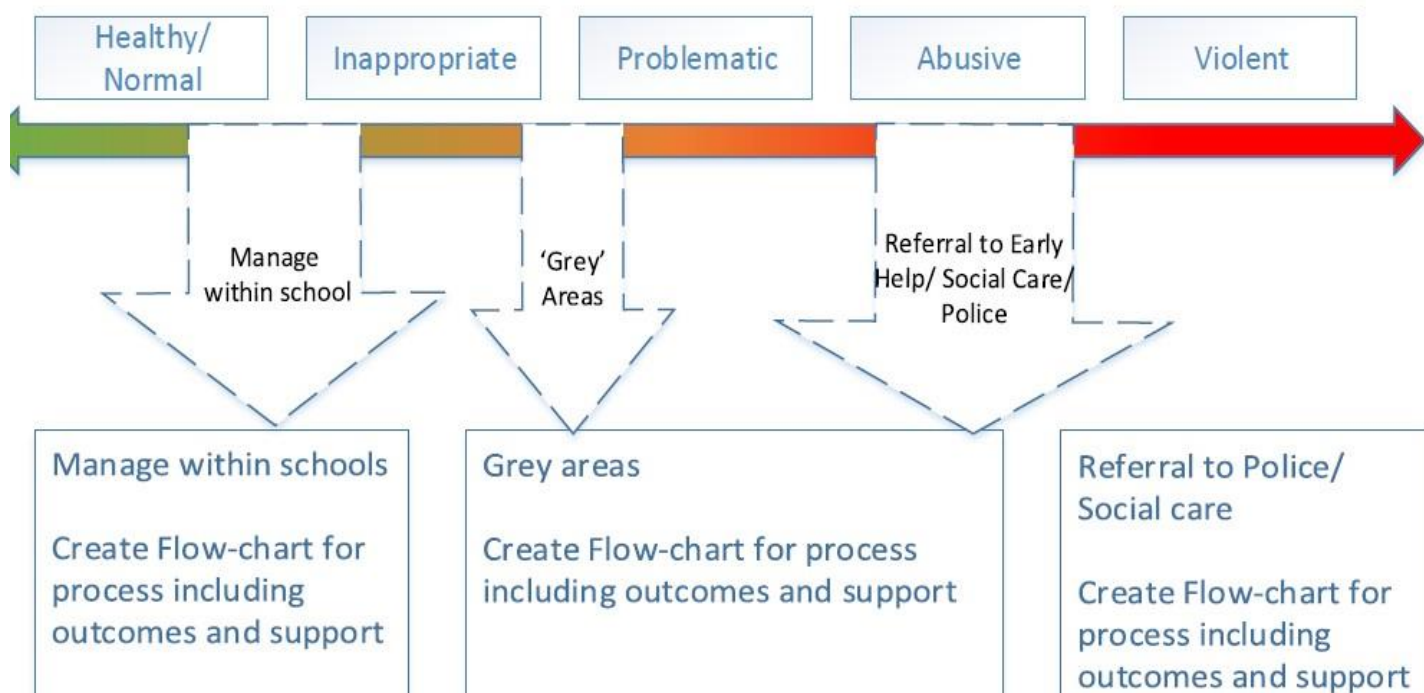
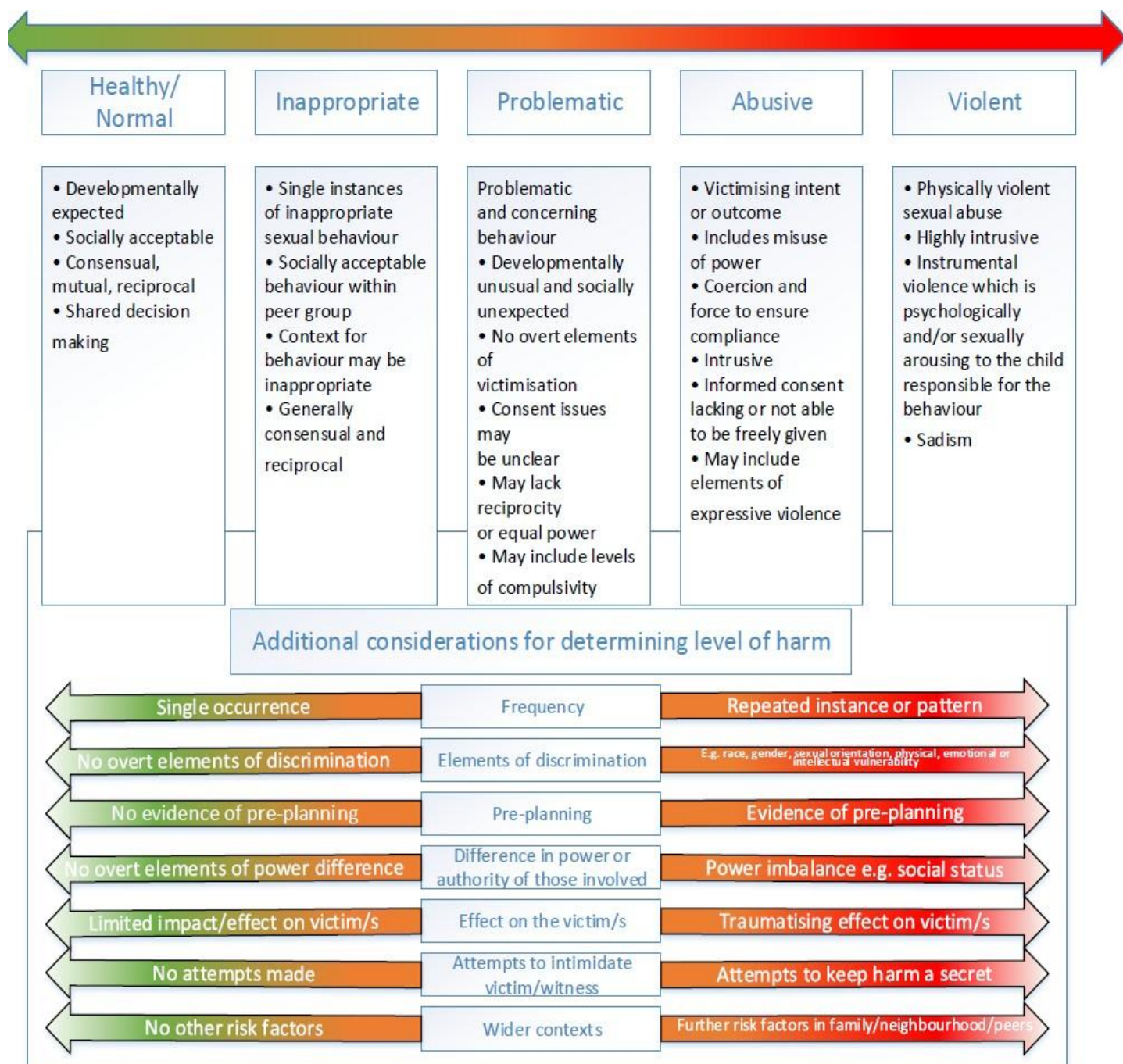
This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather 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.

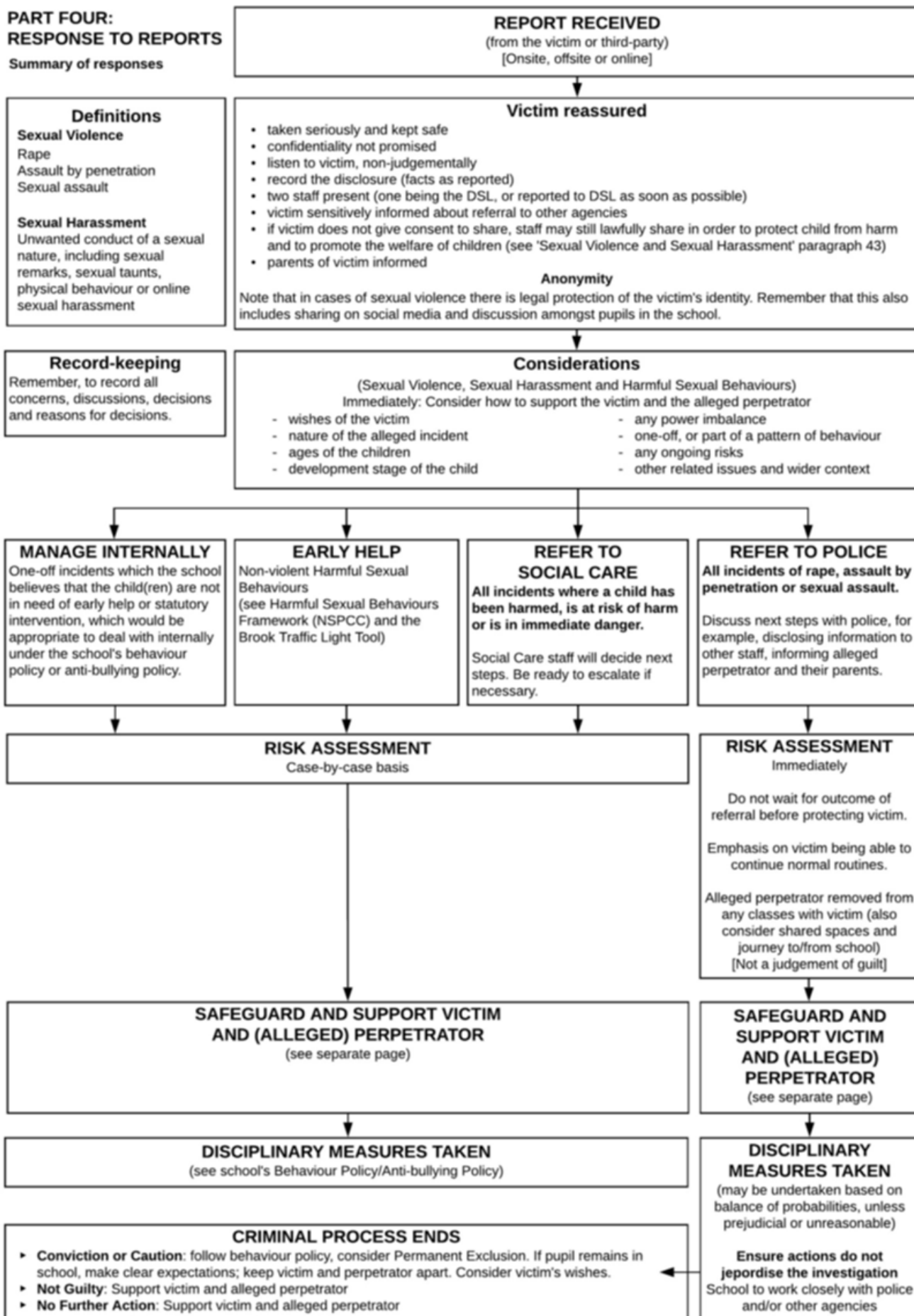
Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries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

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

| Normal                         | Inappropriate  | Problematic  | Abusive  | Violent  |
|--------------------------------|--|--|--|--|
| Developmentally expected       | <ul style="list-style-type: none"><li>• Single instances of inappropriate sexual behaviour</li></ul> | <ul style="list-style-type: none"><li>• Problematic and concerning behaviours</li></ul>  | <ul style="list-style-type: none"><li>• Victimising intent or outcome</li></ul>  | <ul style="list-style-type: none"><li>• Physically violent sexual abuse</li></ul>  |
| Socially acceptable            | <ul style="list-style-type: none"><li>• Socially acceptable behaviour within peer group</li></ul>    | <ul style="list-style-type: none"><li>• Developmentally unusual and socially unexpected</li></ul>  | <ul style="list-style-type: none"><li>• Includes misuse of power</li></ul>   | <ul style="list-style-type: none"><li>• Highly intrusive</li></ul>   |
| Consensual, mutual, reciprocal | <ul style="list-style-type: none"><li>• Context for behaviour may be inappropriate</li></ul>         | <ul style="list-style-type: none"><li>• No overt elements of victimisation</li></ul>   | <ul style="list-style-type: none"><li>• Coercion and force to ensure victim compliance</li></ul>   | <ul style="list-style-type: none"><li>• Instrumental violence which is physiologically and/or sexually arousing to the perpetrator</li></ul> |
| Shared decision making         | <ul style="list-style-type: none"><li>• Generally consensual and reciprocal</li></ul>                | <ul style="list-style-type: none"><li>• Consent issues may be unclear</li><li>• May lack reciprocity or equal power</li><li>• May include levels of compulsivity</li></ul> | <ul style="list-style-type: none"><li>• Intrusive</li><li>• Informed consent lacking, or not able to be freely given by victim</li><li>• May include elements of expressive violence</li></ul> | <ul style="list-style-type: none"><li>• Sadism</li></ul>   |



**PART FOUR:  
RESPONSE TO REPORTS**  
Summary of responses



**Source:**

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

SVSH Flow Chart for Schools 2017 v.1.0



## 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 2022  
[Keeping children safe in education 2022 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/keeping-children-safe-in-education-2022)
- 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](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](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>