



# **ALTRINCHAM GRAMMAR SCHOOL FOR BOYS**

## **AGSB BEHAVIOUR POLICY 2023**

<b>Nominated Lead Member of Staff:</b>	<b>HM/EH</b>
<b>Last Amended</b>	<b>July 2023</b>
<b>Next Review Date:</b>	<b>September 2024</b>

### **1. Aims**

#### **This policy aims to:**

- Create a positive culture that promotes excellent behaviour and positive relationships, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## **2. Legislation, statutory requirements and statutory guidance**

[Behaviour and Discipline in Schools DFE 2016](#)

[Searching, Screening and Confiscation in schools DFE 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions 2022](#)

[Use of reasonable force in schools](#)

## **3. The AGSB Behaviour code is based on our four core values: Love of Learning, Respect, Responsibility and Resilience.**

At Altrincham Grammar School for Boys, we should all:

**Respect Ourselves; Respect Others; Respect Property**

**Respecting ourselves means:**

- taking pride in our work and achievements;
- maintaining excellent attendance and punctuality;
- taking pride in our appearance;
- following the appropriate dress code;
- bringing all necessary equipment to lessons;
- behaving outside school in a way which upholds our school's good reputation;
- never leaving the school premises without permission;
- behaving in a way which maintains our own health and safety

**Respecting others means:**

- valuing other people's points of view;
- being courteous and considerate at all times;
- sharing in activities; taking your turn; helping others; allowing others to work in class;
- moving quietly and sensibly round school;
- behaving in a way which ensures and protects the health and safety of others

**Respecting property means:**

- being careful not to damage clothing and belongings;
- helping keep the school clean and tidy;
- keeping walls and furniture clean and unmarked;
- contributing to, and taking care of, displays.

## **BEHAVIOURAL POLICY**

1. The School's approach to behaviour, positive discipline and sanctions derives from the main principles outlined in the School's mission statement, vision and values. We value integrity, tolerance, respect for others and respect for property and we take a pride in the reputation of the School community.

### **(i) All pupils are expected to**

#### ***Inside the classroom:***

- Arrive on time to school and to lessons
- Take appropriate equipment and books to lessons
- Listen carefully and do as asked by school staff.
- Respect others and their property
- Arrive for lessons properly equipped and on time
- Line up outside classrooms (if appropriate) in an orderly manner
- Enter classrooms quietly and sit in the place allocated by the teacher
- Follow the particular ground-rules, established by departments, for lessons in which practical work takes place
- Contribute to the creation of a good learning atmosphere
- Treat all other students and members of staff with respect
- Ensure the classroom is left in a tidy state at the end of the lesson
- Leave the classroom in an orderly manner

### **(ii) All pupils are expected to**

#### ***Outside the classroom:***

It is the responsibility of each student to:

- Move between lessons, buildings and sites in a safe and sensible manner
- Behave in a safe and responsible manner at break and lunchtimes
- Eat and drink only in the designated areas or on the yard (not in corridors) - note that chewing gum is not allowed in school
- Wear the AGSB uniform correctly with shirts tucked in and ties done up
- Take responsibility for their bags and equipment, making use of the bag store and lockers. The school takes no responsibility for any electronic devices on-site or on official school trips.
- Avoid any interference with the equipment or property of others
- Look after and take pride in the equipment, facilities and buildings of AGSB
- Adhere to the School Agreement in relation to the use of ICT equipment.
- Remember that they are ambassadors for the school and act accordingly.

### **(iii) Appearance**

- Pupils must dress according to the stipulated uniform guidelines. They should wear the School uniform correctly with shirts tucked in and ties done up – sweatshirts, hoodies or trainers are not permitted
- Bags and coats should be kept in lockers. Most lockers require a padlock which pupils must supply themselves.

(iv) **Valuables**

Expensive items, or, large amounts of money should not be brought into School. If there is a good reason for doing so, it is the individual's responsibility to have it labelled with their name, and/or security marked and to ensure that it is stored safely at all times. School will not take responsibility for any loss or theft of such items.

(v) Weapons, of any kind, or illegal drugs must never be brought into school. The Head Master and staff authorised by him, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. For more information please refer to the SEARCHING STUDENTS & CONFISCATION POLICY [here](#).

(vi) **Mobile Phones**

Mobile phones which are brought into school must be turned off (not placed on silent) and stored out of sight during the school day (unless students have permission to use them from a teacher). This includes their use at break time and lunch time.

If a mobile phone is seen by a member of staff, that member of staff will be required to confiscate it immediately. The member of staff will take it straight to reception for safe storage, clearly identifying to the reception staff the name of the pupil.

When a mobile phone is confiscated, the matter will be recorded as a referral on Arbor so that the consequence given by the staff member is fair and consistent.

The policy on mobile phones applies to all students, however, 6<sup>th</sup> formers are authorised to use their mobile phones in the 6<sup>th</sup> Form Centre.

## **REWARDS AND SANCTIONS POLICY**

### **Ethos**

The School proactively promotes good behaviour and strives to create an environment where pupils and staff feel safe and where there is no need for enforced discipline; a School in which pupils' own wish for order and their understanding of right and wrong is so sophisticated that 'behavioural incidents' have been completely eliminated. Whilst this will always remain an ideal, it is one that we can always try to move towards by ensuring that the curriculum is sufficiently challenging for our able pupils, the quality of teaching is consistently high and that lessons enthuse pupils by their stimulating content and approach.

Moral values are consistently and positively emphasised both in teaching and outside of lessons, and it is expected that the standards of personal behaviour of all members of the school community will be exemplary. We are a diverse school and expect that all members of the school community to respect the rights of everyone else irrespective of their race, ethnicity, gender, sex and sexual orientation (including gender reassignment), religious beliefs, or disability

Our Rewards and Sanctions Policy seeks to shape positive behaviour by rewarding and reinforcing positive behaviour and by encouraging pupils to take full responsibility for their actions and their consequences.

## **Rewards**

It is our strong belief that rewards are a far more effective means of shaping positive behaviour than sanctions are and, as such, should be used significantly more often by staff at AGSB. Staff are encouraged to look for regular opportunities to reward pupils for achievement in any combination of the following categories of positive behaviour, in any aspect of their school life:

We operate a system of House Points, colours and awards which promote a positive ethos. We encourage self-discipline through offering pupils the opportunity to take responsibility through involvement in the extra-curricular life of the School.

The Rewards system seeks to promote positive behaviour. The Rewards system supports the academic, co-curricular and community aspects of AGSB. The Reward system is structured so that all students can achieve and receive recognition for their contributions to school life, whatever their ability which is further supported by the school House System and relevant competitions.

A House Point is awarded to a pupil in Years 7 to 13 for:

- I. An outstanding piece of work commensurate with the ability of the pupil.
- II. A consistently high level of effort or improved levels of effort in class.
- III. A significant contribution to learning e.g. supporting another student, leadership of an activity.
- IV. Exhibiting high levels or improved courtesy to their peers and staff.
- V. Demonstration of being a good 'global citizen' e.g. through taking part in community projects etc.

### **1. The Reward System**

Teachers can reward pupils by providing informal verbal or written feedback to the pupil. Teachers may also want to send a postcard home.

Formal AGSB Rewards are awarded in the form of House Points. They are available to all staff and should be used throughout the school on a daily basis to reward positive behaviour/excellent work/outstanding effort/citizenship.

The teacher giving the House Point will record it using ARBOR.

#### **HOW ARE HOUSE POINTS AWARDED?**

Electronically direct from ARBOR.

#### **WHO CAN AWARD HOUSE POINTS AND WHO CAN BE ISSUED A REWARD?**

- Any member of staff can issue a House Point
- Any pupil in years 7-13 can be issued a House Point

## **WHAT CAN HOUSE POINTS BE AWARDED FOR?**

1. Academic
2. Effort
3. Positive Behaviour
4. Citizenship

## **HOW MANY HOUSE POINTS CAN A PUPIL BE AWARDED?**

- A pupil can only be awarded one House Point per lesson/event/incident
- A pupil cannot be awarded multiple House Points in a single lesson/event/incident

## **WHAT IS THE CRITERIA FOR WHAT WARRANTS A HOUSE POINT?**

- It is at the discretion of your department and your professional judgment for what is deemed appropriate for rewarding a House Point.
- Staff should be conscious to the fact that freely distributing House Points for substandard work, effort and behaviour etc. may result in devaluing and undermining the ethos of the

## **Rewards System**

### **HOW DO PUPILS, PARENTS, TUTORS AND HoDs KNOW A HOUSE POINT HAS BEEN ISSUED?**

- At this stage staff are requested to inform pupils they have been awarded a House Point
- When logged into ARBOR, pupils and tutors can view House Points that have been awarded.

### ***Pupils will receive a Certificate for 50, 100, 150 and 200 House Points.***

At the end of the academic year, the following pupils with the most House Points will be awarded a prize in the end of year assemblies and a free trip to the Cinema:

- I. highest in Tutor group
- II. highest in Year group

At the end of the academic year, the House with the highest House Points total will be awarded the House Point trophy in the end of year assemblies.

Heads of Year, Heads of Academic Departments and House Managers will analyse the House Point records regularly to spot individuals who deserve additional praise and to identify emerging patterns for individuals or groups of pupils and staff.

Tutors should monitor the awarding of points on a weekly basis and endeavour to encourage pupils who do not seem to be gaining recognition.

## **2. The Sanctions System**

The School's basic rules and code of conduct provide the framework for discipline and sanctions. These rules are simple and fair, reflecting the balance between the personal freedom that all young people require and the order that any community needs if it is promote academic learning.

A variety of sanctions are employed against pupils who either break school rules or whose personal standards fall below our expectations. The main principles when implementing these sanctions are:

- The sanction should be proportionate to the seriousness of the offence.
- The sanction should be constructive. In some cases it may involve reparation to the School community.
- Sanctions should be applied consistently and fairly by all teaching staff.
- When giving a sanction it is important to explain to the pupil why it was necessary to be imposed.
- Parents will often be involved at an early stage, (particularly if the pupil is in Year 7-9) in order to explain why a sanction was necessary.

## **Hierarchy of Sanctions**

### **Level 0 Sanctions**

These are the most frequently used at this school. Interventions at Level 0 should be considered as informal and rely on good communication between teacher and pupil, in the first instance. With a proactive approach and positive communication, the member of staff who is initially involved can often work with the pupil to achieve a positive outcome, without the need for escalation. A verbal warning will be used initially in almost all cases of low-level misbehaviour. Examples include:

- Discussing the behaviour with the pupil and making expectations about their behaviour for the remainder of the lesson clear. This could happen in the classroom or in the corridor outside of the classroom.
- It may be necessary to give an imposition. The setting of extra tasks, an essay on the issue raised by the behaviour incident, a letter of apology and/or an act of restitution to the community like a litter duty are all examples of this type of sanction. The aim is to deter the pupil from repeating the offence and to make them think constructively.
- Moving the pupil to another seat in the room, potentially to take them away from certain peers or to put them closer to the member of staff for better supervision.
- Providing spare equipment for a pupil for a first offence, then discussing expectations for future lessons and strategies for better organisation in order to achieve these.
- Warning the pupil verbally about their behaviour and the potential consequences of failing to achieve expectations e.g. lunchtime detention, contact home, contact with Head of Year, informal detention supervised by the member of staff.

### **Level 1 Sanctions**

Following behaviour that falls below our expectations, there will often be communication about the incident, including any intervention that has been attempted, between the member of staff and the pupil.

The official vehicle for this communication is a School Referral. The School Referral is a means of communication, not a formal sanction, and should not be viewed as one or used as a threat. School Referrals should be logged using ARBOR. ARBOR will automatically inform tutors that a Referral has been awarded. Tutors/Heads of Year will use ARBOR as a means of monitoring their tutor group/year

group. Parents will be able to see the issued house points and Referrals via the parent app. Referrals may lead to a Level 2 Sanction.

**ARBOR referral categories:**

- Academic - E Safety Concern
- Academic - Homework
- Academic - Lack of effort
- Academic - Other
- Behaviour - Persistent inattentiveness
- Behaviour - Abuse of equipment
- Behaviour - Abuse of IT equipment
- Behaviour - Disobedience
- Behaviour - Disrupting the lesson / rowdiness
- Behaviour - Other
- Behaviour - Persistent lateness
- Behaviour - Uniform infringements

**Level 2 Sanctions:**

For continued behavioural issues or one-off incidents, teaching staff can give a Level 2 detention to a pupil(s). This detention must be recorded on ARBOR identifying the reason for the detention, and the time and place the detention will take place. The Level 2 detention can take place during break (11am to 11.20am), lunch (12.20pm to 1.20pm) or after school. The Form Tutor, Head of Department and Head of Year may/will be alerted via ARBOR.

**Level 3 Sanctions:**

For continued behaviour issues or one-off incidents, HoYs can give detentions to pupils from their Year Group. The HoY detention will take place at the discretion of the HoY and will be supervised by the HoY. These detentions should be recorded on ARBOR and can be awarded by HOYs or SLT. The Level 3 detentions can take place during break (11am to 11.20am), lunch (12.20pm to 1.20pm) or after school. The Form Tutor, Head of Department and Head of Year will be alerted via ARBOR.

Any offensive language or behaviour that contravenes the School's Respect Agenda (*e.g.* racist, homophobic, bi- or transphobic, sexist or misogynistic) can be dealt with at any of these levels as decided by the Senior Leadership Team. AGSB is an anti-racist school and our Anti-Racism Policy can be found [here](#) .



**ARBOR level 3 referral categories:**

- Bullying
- Continued Academic Issues
- Continued Behaviour Issues
- Defiance
- Intimidation / Threatening
- Persistent Lateness to school
- Physical Fighting
- Smoothwall/IT infringements
- Theft
- Truancing

**Level 4 Sanctions:**

The above detentions can be given for work related or behavioural offences to pupils who, despite the use of Level 1, 2 and 3 sanctions, continue to show a poor attitude or behave inappropriately. Equally, these detentions may be given for offences which, in the judgement of the member of staff involved, go beyond a Level 3 sanction. SLT must record the detentions on ARBOR and Parents are informed by a letter that is sent and emailed home by the School Office. This detention will take place every Friday between 3.30pm and 4.30pm, supervised by a member of SLT on a rota.

The following are examples of behaviour that can result in an after-school detention:

- Repeated lateness to lessons
- Repeated lack of essential equipment
- Repeated issues with homework
- Disruptive behaviour
- Preventing others from learning
- Uncooperative behaviour
- Rudeness to another person within our community

**ARBOR level 4 referral categories:**

- Bullying
- Defiance
- Illicit substances
- Intimidation / Threatening
- Physical Fighting
- Serious Incidents - Against Peers
- Serious Incidents - Against Staff
- Sexual harassment / violence
- Theft
- Truancing

Students can be temporarily removed from their lessons should it be deemed necessary for the following reasons:

- To maintain the safety of students and to restore stability following an unreasonably high level of disruption;
- To enable disruptive students to be taken to a place where education can be continued in a managed environment; and
- To allow the student to regain calm in a safe space

#### **Level 5 Sanctions:**

#### **Head Master's Saturday detention/holiday detention/internal suspension**

- These detentions will usually be of two hours' duration. They are given for the more serious and/or persistent offences – usually behavioural, or involving persistent lateness or truancy and are given by the Head Master, Deputy Headmaster, members of the Senior Leadership Team, Heads of Department or Heads of Year, after consultation with the Head Master. A full letter, or a phone call, explaining the reason for the detention will always be sent to parents. This detention will also be recorded on ARBOR.
- An alternative to the Head Master's Saturday/holiday detention is an **internal suspension**. Internal suspensions will normally be given for serious misbehaviour, which makes it appropriate to withdraw the pupil from the school community. Examples of such circumstances might be a serious breach of the school dress regulations, verbal or physical intimidation (bullying, the use of foul or abusive language in a public place, or fighting).

Recorded on ARBOR as a Level 5 Serious Incident

#### **More Serious Sanctions**

#### **Suspension**

In extreme cases of antisocial behaviour or persistent ignoring of school rules, a pupil may be temporarily or even permanently excluded. In these circumstances the latest suspension procedures and guidelines as published by the Department for Education will be followed by the Head Master and the Governing Body.

Only the Headmaster or, in his absence, the Deputy Headmaster acting with his authority, can suspend/exclude a pupil from School. A decision to exclude a pupil will be taken only:

- in response to serious breaches in the School's Discipline Policy and/or
- if allowing the pupil to remain in School will seriously harm the educational welfare of the pupil or others in the School.

This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by the School, and/or which in the view of the Head Master brings the School into disrepute

Before reaching a decision to exclude a pupil (either permanently or for a fixed period) the Head Master will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made
- Allow the pupil to give his version of events
- Be satisfied as to the circumstances of the incident (e.g. whether or not the pupil may have been provoked)
- Consult others where it is felt to be appropriate e.g. Governors (ensuring not to involve those who may have a role in any review of his decision)

**The final decision on interpreting a suspension will be left to the Head Master or Deputy Head Master.**

### **Level 6 Temporary Suspension**

- This is used in extreme cases of antisocial behaviour, persistent bullying, and extreme cases of lack of respect to others or lack of respect to property.
- Assault upon another person, theft and drugs-related involvement are always circumstances when suspension will be considered.
- In cases of suspension, the School will aim to meet with parents before the suspension, in order to explain the circumstances. If this is not possible, every attempt will be made by the Head of Year/Deputy Headmaster to speak to parents by phone.
- In the case of fixed term suspensions, the Head Master may exclude a pupil for up to 45 days in any one School year.
- Following the suspension, a re-integration meeting will be arranged by the School prior to the pupil returning from the suspension. The meeting will establish the expectations that School has of the pupil and the pastoral support that will be available to the pupil once he is back in School.

**Recorded on ARBOR as a “internal exclusion” or a “fixed term exclusion”.**

### **Level 7 Permanent Exclusion**

This will normally be used only as a last resort when a range of other strategies have been exhausted. However, in exceptional circumstances the Head Master might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Examples of this (although this is not an exhaustive list) include:

- where there has been serious actual or threatened violence against another pupil or member of staff;
- where there has been an emotional or psychological assault via social media or other means;
- supplying an illegal drug;
- carrying and/or threatening to use an offensive weapon.
- if allowing the pupil to remain in School will seriously harm the educational welfare of the pupil or others in the School.

In the case of exclusion, the Head Master will inform the Parents in writing the reasons for the period of the exclusion and its duration. Parents have the right to make representation about the exclusion to the Governing Body's Disciplinary Panel.

The School will notify the Local Education Authority of any suspensions.

### **Recorded on ARBOR as a "Permanent Exclusion"**

Please note:

- that the term 'Parents' as used within the policy, encompasses both Parents and Guardians
- There may well be scenarios where reasonable adjustments might be necessary, to comply with the Equality Act 2010, in regard to how the School's disciplinary policy is applied to students with SEND (although it does not follow that every incident of misbehaviour will be connected to their SEND)
- Given the myriad of behavioural incidents that can occur, and the need to look at each individual incident, it is impossible within a single policy to cover every eventuality and outcome and therefore a Policy such as this needs to be flexible and applied within reason based upon the School's own values and outlook in what it sees as its duty to nurture our young people in the AGSB way. It will always be based upon fairness however, and natural justice that will ultimately be determined first by the Deputy Head Pastoral, the head and finally the Governing Body.

Parents/Carers need to be aware that the School's disciplinary policy extends to behaviours outside of school. Students can expect to receive a sanction for contravening the School's behaviour policy and its overall ethos, including online conduct.

This can include:

- When taking part in any school-organised or school related activity
- When travelling to and from school
- When wearing school uniform
- When they can be identified as a member of the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another student(s); or
- That could adversely affect the reputation of the School

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

In order to anticipate and remove triggers of misbehaviour we will consider the following 'reasonable adjustments' to support a pupil:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and ADHD
- Use of Reset/ Group or sensory rooms where pupils can regulate their emotions during a moment of sensory overload.

#### **Adapting sanctions for pupils with SEND:**

- When considering a behavioural sanction for a pupil with SEND, the school will take into account:
  - Whether the pupil was unable to understand the rule or instruction?
  - Whether the pupil was unable to act differently at the time as a result of their SEND?
  - Whether the pupil is likely to behave aggressively due to their particular SEND?
  - Whether the pupil is unlikely to understand the consequences of their behaviour?
  -

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

#### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC

plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **Behaviour Policy Appendix**

Below is a fuller explanation of what is considered unacceptable behaviours, mainly centred around child on child abuse within schools. It is closely linked to the Government's 'Keeping Children Safe in Education' update for September 2021

#### **Child on Child Abuse**

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, 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 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.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery)
- 'upskirting', which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- And, initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the School's or College's policy and procedures with regards to child on child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Staff should be clear on:

- Our school's safeguarding policy and procedures
- Their role in preventing child on child abuse and responding to it if they believe a child may be at risk
- The indicators of child on child abuse, how to identify it and respond to reports
- The importance of challenging inappropriate behaviour between peers - if they do not, it can create an unsafe environment and lead to a culture that normalises abuse

They should also be aware that:

- Safeguarding issues can manifest in child on child abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
  - Abusive, harassing, and misogynistic messages
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
  - Sharing of abusive images and pornography, to those who School want to receive such content
- Child on child abuse may be taking place, even if not reported

Students should feel confident about reporting incidents of abuse but the School is aware of the many and complex reasons as to why students do not report abuse. To this end the School has put in place a number of opportunities for students to talk to someone to disclose or discuss their problems. These include:

- the School Counsellor
- the School Council
- Peer Mentors
- Anti-Racist Ambassadors
- an LGBTQ+ group
- Student Questionnaires
- a 'Bully Button' on the website
- Student House Leaders
- A Student Mental Health Board with several signposts to anonymous sources of help online

This is supplemented by Heads of Year; Curriculum opportunities particularly in Form Time; PSHE, R&P and English where sensitive issues are often the subject of the lesson.

All students are also aware of the School email system and how it works so they can contact any adult they trust directly with an issue in strict confidence.

## Responding to a Report: Process and risk assessment

The School's response will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to child on child abuse (especially around sexual violence and sexual harassment) meaning it's never acceptable and it will not be tolerated

The DSL (or a Deputy) will take the lead, supported by other agencies as required.

There are 4 likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required.
2. **Early help**, as outlined in Chapter 1 of Working Together to Safeguard Children, where statutory interventions aren't required. Your DSL will know what this process is and where to access support.
3. **Referrals to children's social care\***, where a child has been harmed, is at risk of harm, or is in immediate danger.
4. **Report to the police\*\*** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail.

\*Where scenarios involve working with children's social care, the School should not wait for the outcome of an investigation before protecting the victim and other children – the DSL (or a Deputy) should work closely with children's social care to make sure the School's actions do not jeopardise a statutory investigation. There should be **immediate** consideration for safeguarding the victim, alleged perpetrator(s) and all other children. Note it is important when first investigating an issue not to label students in such a way as to imply innocence or guilt beforehand.

Where a report is going to be made to children's social care and/or the police, the School should speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

\*\*Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

All major pastoral concerns are recorded on CPOMS as the normal method of recording incidents and actions taken within school.

### How to support the pupils involved

#### The victim:

Victims of this abuse will likely find the experience distressing, which can affect their progress in school.

Reassure them that you will take them seriously and that they will be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities



How your school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

You should also be aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- In respect of sexual harassment and sexual violence note that girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator

(For more, see paragraphs 456 to 463 of KCSIE)

### **The alleged perpetrator(s)**

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

School should consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have
- **Unsubstantiated, unfounded, false or malicious reports**

(See further guidance in paragraph 464 of KCSIE)

The DSL should consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

In reality, the School will seek to work with victim and perpetrator in order to reach a satisfactory outcome for all.

**The School's Behaviour Policy is designed around the fundamental values of 'Respect, Responsibility, Resilience and Love of Learning'. Ultimately no one Policy can capture all the possible behaviours/actions in one document and the Head is the ultimate arbiter of what is acceptable/unacceptable in School. This Policy also needs to be read in conjunction with the Safeguarding and Child Protection Policy (which contains information on spotting signs of Abuse and what to do if you have any concerns), and the annual updates 'Keeping Children Safe in Education' (Part One for Staff).**