

Walter Halls Primary School.

Relationships & Positive Behaviour Culture Policy Including escalation systems for child-on-child abuse

Last reviewed: May 2023

Next Review: July 2024





1) Principles: 'The Walter Halls Way'

1.1 Our Behaviour and Culture Policy has been developed by the community of Walter Halls. We recognise there are many members of the Walter Halls Family who consistently demonstrate excellent practice in behaviour management. Therefore, it made sense to make use of their expertise in shaping this policy. We understand, for this Relationship and Behaviour Culture Policy to be truly effective, all staff must have read it, in full, and use it to guide their practice across the school. In addition to input from our own community, we reviewed policies from outstanding settings that cater solely for children with special educational needs and took into consideration the work and research of experts in education, Paul Dix (When the Adults Change Everything Changes); Tom Bennett (Behaviour Advisor – HM Government) and Barak Rosenshine's Principles of Instruction.

1.2 Schools need to pay regard to the Equalities Act (2010) in both their formation of behaviour policy and in their management of individuals. Treatment must consider individual circumstances and if a pupil has known disabilities, treatment must be proportionate considering the pupil's disabilities. Fairness is not treating everyone the same, it is meeting the needs of every individual: Walter Halls believes in Equity over Equality. With this in mind, we stuck to the guiding principle of 'what is good for SEND is good for all' whilst writing this policy.

1.3 Walter Halls Primary is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we learn about our six core values of: Respect, Kindness & empathy, Aspiration, Curiosity, Collaboration and Perseverance. These guide our thinking and are central to our learning every day. We have three simple school rules to adhere to: 'Be Ready, Respectful and Safe.'

Ready: We are READY to listen, READY to learn. We are READY for new challenges. We show each other how we are READY every day.

Respectful: We are RESPECTFUL to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way.

Safe: We are SAFE and keep each other SAFE. We have kind hands, feet and words. We think about where we are and make smart choices with our actions.

1.4 At Walter Halls we aim to:

- Create a culture where it is easy to behave well and hard to misbehave
- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for staff, parents and children of expected levels of behaviour
- Use a **consistent and calm** approach
- Ensure **ALL adults** take responsibility for managing behaviour and follow-up incidents personally
- Ensure **ALL adults** use consistent language to promote positive behaviour
- Use a fair, proportionate and **evidence-based** approach to behaviour management

2)Purpose & Responsibilities

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they **can** and **should** make 'good' choices
- Promote self-esteem and self-discipline
- Embed an understanding of why behaviour **needs to be taught, and how to do it**

2.1 All staff must:

- Make every effort to always be punctual, including during periods of transition
- Take time to welcome children at the start of the day
- Always pick up on children who are failing to meet expectations
- Prompt children by regularly referring to 'Be Ready, Be Respectful and Be Safe', followed by explicit instructions of how to achieve expectations
- Continuously strive to embed a culture of 'it's how we do it here'

2.2 The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behavior tracking records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

3)What does good behaviour management look like? ALL adults in school will:

- Teach pupils how to behave with modelling, explicit instructions and consistent practice
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Build 'emotional currency' at every available opportunity
- Remain 'poker faced,' calm and empathetic when dealing with challenging behaviours
- Demonstrate unconditional care and compassion
- Have consistent boundaries while being flexible in practice
- Establish relentless routines
- Regularly remind pupils of our school rules and values
- Have high expectations
- Are predictable

3.1 Children want teachers to:

- Create a classroom environment in which everyone can 'be their best'
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

3.2 Children need teachers to:

- Lead from the front
- Give clear, explicit instructions
- Create an environment that is safe, comfortable and caring
- Have high expectations
- Be empathetic
- Do all they can to ensure pupils succeed
- Show they care

3.3 Pupil Roles and Responsibilities

We believe it is important for pupils to have responsibility and a strong voice in school. Some of our pupil roles are:

- Head boy, Head Girl and Inclusion Ambassadors make up our student council
- Sports Ambassadors and play leaders
- Reading Ambassadors
- KS2 Role Models
- Peer Mediators – a team of trained children leading positive behaviour and conflict resolution on the playground

This is constantly evolving as we seek to add to the leadership roles that our children undertake around school. We believe this is part of a positive approach to behaviour around school.

4) Simplicity: 3 Rules & Consistent boundaries

Walter Halls Primary School Rules: 'Be Ready, Be Respectful and Be Safe'

4.1 We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

(Paul Dix When the Adults Change Everything Changes)

4.2 The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

4.3 We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

4.4 Flexible Practice

We are flexible in our practice and consistent with our boundaries.

As stated at the beginning of this policy, our default philosophy is 'what's good for SEN is good for all,' that simply means: Always striving to ensure every pupil feels like they *belong*; explicit teaching of behaviour; creating predictable, safe environments, and consistency in application of systems at whole school and classroom level. It is important not to sanction behaviour when help would be a more appropriate response. Sometimes, behaviours are an enactment of an inability to cope in a circumstance. Often, in the classroom, this can be down to learning challenge and an inability to complete the work set (or a belief there is no point in trying). Failure to provide support in these circumstances is punishment without scaffolding a way to better behaviour.

4.5 **Universal strategies you will see at Walter Halls for pupils who require additional support can be seen in [APPENDIX 1](#) which are continually reviewed by senior leaders**

5) Consistency: sweating the small stuff

<i>Creating a culture where it's easy to behave well and hard to misbehave</i>		
Consistency of expectations	Habits - Consistencies in practice	Over and above recognition
<ul style="list-style-type: none"> ✓ Be Ready ✓ Be Respectful ✓ Be Safe <p><u>Our values</u> Respect, Kindness & Empathy, Aspiration, Curiosity, Collaboration, Perseverance</p> <p><u>Around school</u></p> <ul style="list-style-type: none"> ➤ Terrific Transitions ➤ Wonderful Walking ➤ Legendary Lines 	<ul style="list-style-type: none"> • Prompt daily meet and greet • Prompt starts to lessons • Lessons delivered at a pace that makes it less likely for misbehaviour to occur • Class visual timetable • Tidy work environments • Class Dojo chart (used every time a pupil shows they are ready) • Adults <u>actively</u> on duty during break times • Explicit, step by step, instructions during all transitions • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Praising in public (PIP), Reprimand in private (RIP) • Shared scripts and phrases • Break Briefings (a reminder of school expectations, before each break time) 	<ul style="list-style-type: none"> - Recognition boards in all classes - Certificates in Friday assemblies Stickers - Messages home to parents & carers - Verbal praise from all adults - Class Rewards decided by teachers - Showing work to another adult - Headteacher Excellence Award
Additional scaffolding toolkit: consideration of seating plans, emotional check-ins, additional visual prompts, time-out cards, chunking of work, sand timers, chair bands, post-it note jobs bank at the ready,		
Shared scripts and phrases you will hear staff using: When I say, I'd like you to...; Show me you are ready; these are our expectations; that's what we do here; do you understand what I've asked? how can I help you? you can do it - I believe in you.		

5.1 Consistent Boundaries: creating certainty in sanctions

'It is not the severity of the consequence; it is the certainty it will happen' (Paul Dix)

Children's ideas of fairness and equality vs equity need to be taught to them over time. They need to repeatedly see consistent pathways being followed to feel safe in their behaviours. It is up to ALL adults in school to create these certainties for them.

We therefore aim to map out a clear line of escalation and consequences for any behaviours that fall outside of our simple rules in school. We know that our families appreciate this level of certainty and knowing what stage of escalation they can support us with.

5.2 Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

5.3 Evidence-base, ethos and staff training aims, for creating consistency and ‘sweating the small stuff’ can be seen in **APPENDIX 2**

5.4 Pathway of consequences & escalation: ‘R2R10’

R-2-R-10 Behaviour Pathway

‘It’s not the severity of the consequence, it’s the certainty it will happen’ - Paul Dix, When The Adults Change, Everything Changes		
	Response	What does it look like?
1	Reminder by class teacher or another adult	Verbal reminder of expectations This should always point out RRS rules
2	2 minutes owed	During lunch/break or next slot of ‘free time’ Explanation of why minutes were lost in relation to RRS Restorative/impact conversation and/or task 2 minutes will start after conversation
3	Reminder by class teacher or another adult	Verbal reminder of escalation process
4	10 minutes owed	During lunch/break or free time Explanation of why minutes were lost Restorative/impact conversation and/or task 10 will minutes start after conversation
5	Escalate to Learning Mentor (or another adult)	Record made 1 hour out of class, & home contact (call or face-to-face) Restorative/impact conversation and/or task ‘Out of class’ time will be in an area decided by the class teacher, or our designated area – The Anchor**.
6	Escalate to phase leaders or deputy headteacher (if no de-escalation after 30 minutes or if behaviour escalates)	Half a day out of class, record, and support conversation with home
7	Escalate to Headteacher (or DHT)	Headteacher’s discretion / higher-level behaviour pathway plan implemented in conjunction with families and outside agencies

****The Anchor**

When the decision has been made that a pupil needs to be moved to a safe space, they will be taken to The Anchor. It is a calm, clear room with soft chairs, situated near the main school hall on the lower corridor. Staff and pupils will remain together in The Anchor, together, until the pupil is calm, regulated and ready to follow instructions. Incidents will be recorded (stage 8, see table above) on C-Poms.

The Anchor may also be used, on occasions, as a quiet space for pupils to complete work e.g. when a pupil with additional needs requires a less stimulating environment to complete an assessment.

6) Serious or unsafe behaviours – escalation process

Serious & Unsafe behaviours would include:

- Physical harm of another person or property
- Verbal with intent to harm another person
- Racial
- Homophobic
- Child-on-child abuse – see section 8

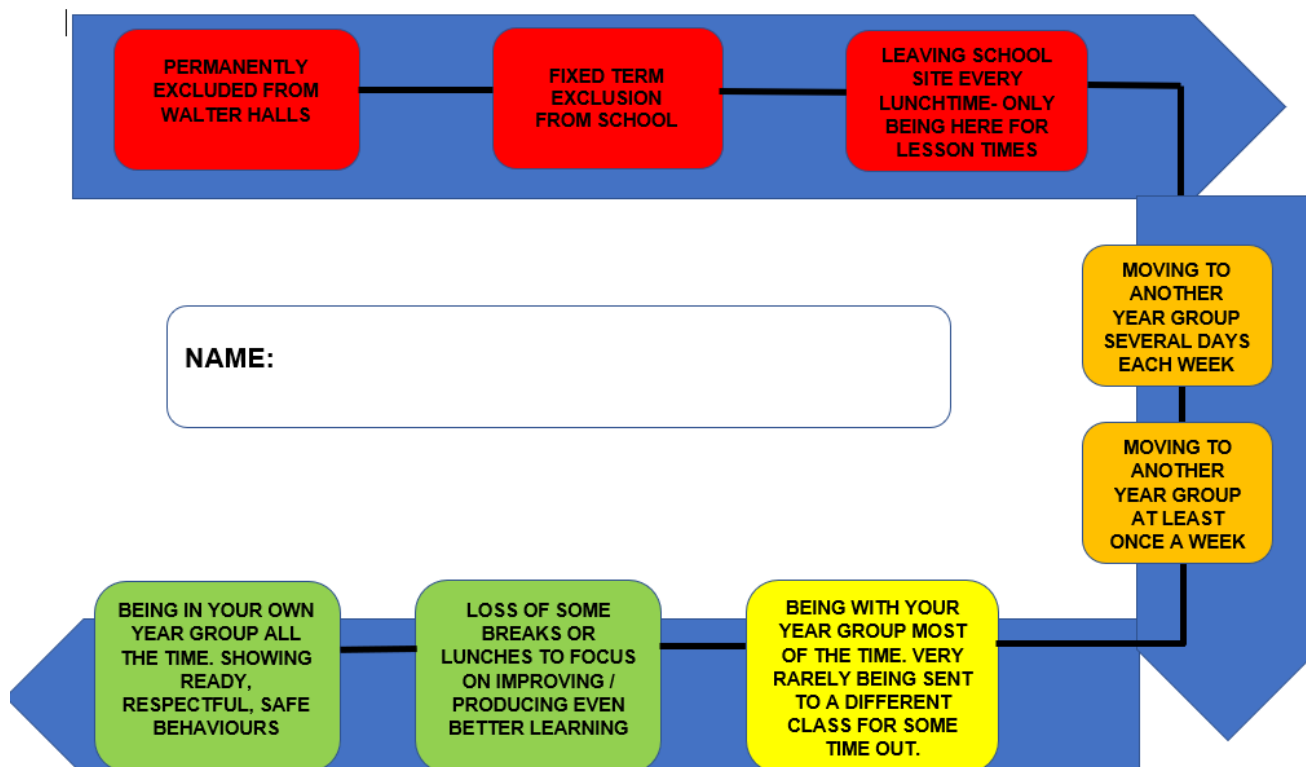
All these incidents must move straight to stage 5 or 6 depending on the nature of the incident. Professional judgement may be required when weighing up the intent behind particular incidents but these must all be logged and go straight to stage 5 or higher.

6.1 Some children exhibit particular behaviours based on early childhood experiences, family circumstances or specific needs. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

6.2 Stage 7 escalation process – ‘Back on Track’:

Once a child or group of children are displaying repeated negative patterns of behaviour, or in the case of escalation from stage 5 through to stage 7, the headteacher will work directly with families, other agencies and class teachers to follow a clear line of escalation. This is called ‘*Back on Track*’, with the fundamental aim of getting children back on the right pathway, within the R2R10 system.

GETTING BACK ON-TRACK – The adults will be keeping track of where you are and where you need to be:



ISOLATION, FIXED-TERM AND PERMANENT EXCLUSIONS

Internal Isolation -

A period of internal isolation where a child is removed from their usual class or from shared areas such as the lunch hall may be enforced as a first-step to avoid external exclusions where a child needs to remain at home. In this instance a child will be asked to work for a fixed period of time in a completely different room in school, supervised by an adult. They may also be removed from having their breaks and lunches with their peer group. Instances where this sanction would be appropriate are:

- Repeated negative behaviour where previous stages have failed to have impact
- As an appropriate sanction to stage 5 or 6 instances of physical or extreme verbal negative behaviour

Internal isolation periods may be as short as one day or anything up to a whole week if deemed appropriate and helpful in changing the behaviour habits involved.

Exclusions from school site:

Exclusions may occur following extreme incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better in partnership with outside agencies and families
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

6.3 'Team Around the child':

'Back on Track' systems will automatically trigger 'Team Around' Meetings with a group of adults regularly discussing and reviewing children's behaviours in school. They will include members of the Inclusion Team and are often led by the Headteacher or Deputy Headteacher – although they may be led by any professional involved in the focus pupil's support plan. In addition to the Inclusion Team, these meetings will also be attended by the pupil's class teacher, teaching assistant and Phase Leader. Team Around Meetings are used to discuss current scaffolding for behaviour and learning; current barriers to learning; pupil's attitude to learning; pupil's attendance; communication between school and the pupil's home; whether there are any safeguarding concerns, and next steps.

6.4 Positive Handling of a child - When dealing with an episode of extreme behaviour, a child may need to be physically handled if they or another person is unsafe. This will only be used as last resort and by trained staff only. **(See APPENDIX 3)**

Staff who are experienced in this positive handling are:

Jo Glover (Deputy Head and SENDCO)

Lee Neal (Assistant SENDCO)

Rachael Pierpoint (Learning mentor)

Dawn Hollingsworth (Teaching Assistant)

Sue Smalley (Teaching Assistant)

(this is reviewed based on need, annually)

The school will record all incidents involving positive handling on CPOMS using a separate Positive Handling logging sheet, which meets required criteria.

6.5 Physical Attacks on Adults

At Walter Halls School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* (Appendix 3) and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child for a prolonged period.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

6.6 Safeguarding links with behaviour:

Walter Halls uses an electronic system called 'CPOMS' which feeds into the Safeguarding team and our trained Safeguarding lead and Family Support worker. We do not use 'CPOMS' to log all behaviour incidents and clearly separate the logging of child protection concerns (relating to open social care cases or high-level safeguarding concerns) with that of behavioural incidents. Phase folders which track behavioural incidents are collected termly to capture trends in negative behaviour so that leaders in school can be constantly seeking way to improve behaviour in a pre-emptive manner. A link with safeguarding concerns may be made in cases where a child has made a concerning disclosure as part of a behavioural incident or if their behaviour displays elements of concerning safeguarding matters; for example, repeated use of sexualized language. In the vast majority of cases of safeguarding concern, the first step is to speak with parents/carers before any other action is taken.

7) Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

7.1 Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

7.2 Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

8) Child-on-Child Abuse - Policy and Procedural Guidance

Context and Definition

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 peer abuse including:

- bullying (including online bullying)
- 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); and
- Initiation/hazing type violence and rituals.

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
- Cause exposure to domestic abuse or witnessing or suffering abuse
- Lead to educational under-achievement
- Increase the risk of 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.

8.1 Responsibility

Keeping Children Safe in Education (KCSIE), 2020 states that

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

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

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

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

At Walter Halls Primary 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.

8.2 Purpose of Policy

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

At Walter Halls Primary School, we have the following policies in place that should be read in conjunction with this policy:

- Behaviour policy, included within this document
- Safeguarding and Child Protection Policy
- Managing Allegations / Whistleblowing Policy
- Equality Policy
- Mental health and Wellbeing Policy

8.2 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, 2020 by ensuring procedures are in place in schools and settings to hear the voice of the child.

8.3 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. (KCSIE 2020)
- 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 sexual 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.

8.4 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.

8.4.1 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.

8.4.2 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 May 2018

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

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

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

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”; and
- 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

8.4.3. 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:

- 1) 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.

- 2) 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.

8.4.4. 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

8.4.5. 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.

8.4.6 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.

8.4.7. 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.

8.5 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.

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

8.6 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.

8.7 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.

8.8 Consider the Intent

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

8.9 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.

- 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.

- 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 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.

9. Points to consider

9.1. 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.

9.2. 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?

9.3. 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 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?

9.4. 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?

9.5. 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?

10. 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.

10.1. 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 mentor. 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. It may be that through the continued curriculum of Relationship and Sex Education (from 2020), or PSHE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that, a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

10.2. 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; this may include exclusion or internal exclusion/inclusion/seclusion for a period to allow the young person to reflect on their behaviour.

10.3. 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.

11. Preventative Strategies

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

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.

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.

12. Where to go for further information

12.1. DfE: Statutory guidance: Working together to safeguard children, 2018 [https](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626262/Working_together_to_safeguard_children_2018.pdf)

12.2. DfE: Statutory guidance: Keeping children safe in education, September 2020

12.3. DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges, May 2018

12.4. DfE: Preventing and Tackling Bullying, July 2017

12.5. DfE: Statutory guidance School exclusion, May 2020

12.6. DfE: Teaching Online Safety in Schools, June 2019

12.7. DfE: Relationship Education and Relationship and Sex Education, July 2020

12.8. DfE: Behaviour and discipline in schools, July 2020

12.9. DfE: Mental health and behaviour in schools, November 2018

12.10. DfE: Mental health and behaviour in schools, November 2018

Advice to Parents

We have a 'Parent Guide to Bullying' that should be read in conjunction with this policy.

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, phase leader or member of the leadership team

2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Please do not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve. Parents should come back to see the Head Teacher if they feel that the bullying is continuing or has not been resolved.

APPENDICES

- 1) STRATEGIES OF SUPPORT AT WALTER HALLS
- 2) TRAINING AIMS for ALL ADULTS AT WALTER HALLS
- 3) POSITIVE HANDLING AND REASONABLE FORCE
POLICY

APPENDIX 1: STRATEGIES OF SUPPORT AT WALTER HALLS:

- **The Inclusion Team**

Class teachers may seek advice and/or support from the Inclusion Team. All members of the team have Designated Safeguarding Leader training, experience working with pupils who have complex needs and are able to assist class teachers in developing plans to support pupils who require additional scaffolding that is above and beyond what is deemed to be reasonable classroom adjustments. Led by Deputy Head/SENCo, the Inclusion Team's primary objective is to support the class teacher, who has responsibility for ensuring all children in their class can learn in an environment that is safe, comfortable and caring. The team includes Learning Mentor (Mental Health Lead); Learning Mentor (Assistant SENCo); Play Therapist & Child Welfare Officer; Family Support Worker & Attendance Officer.

- **Use of R2i (SEMH) toolkit** - Routes to Inclusion (R2i) has been developed by members of the Educational Psychology Service (EPS), Behaviour Support Service (BST) and Nottingham City Primary SENCOs. It provides a supporting framework for the identification, assessment and intervention of children presenting with social, emotional and mental health (SEMH) needs. It aims to promote inclusion, build capacity and help to identify the children who most need targeted support. Routes to Inclusion also draws on the support of other agencies in the Local Authority and voluntary sector, in mapping services and provision, so that schools have a clear understanding of the support available and how this can be assessed in a timely and appropriate way. The graduated response is aligned to other processes in the Local Authority such as High Level Needs (HLN) requests and Education, Health and Care Plan (EHCP) requests.

The R2i toolkit is available for free to all Nottingham City schools, and the initial rollout is with primary schools only.

- **Team Around Meetings** will include members of the Inclusion Team and are often led by the Headteacher or Deputy Headteacher – although they may be led by any professional involved in the focus pupil's support plan. In addition to the Inclusion Team, these meetings will also be attended by the pupil's class teacher, teaching assistant and Phase Leader. Team Around Meetings are used to discuss current scaffolding for behaviour and learning; current barriers to learning; pupil's attitude to learning; pupil's attendance; communication between school and the pupil's home; whether there are any safeguarding concerns, and next steps.

- **Emotional check-ins (pre-planned or ad-hoc)**

Periodical, pre-planned emotional check-ins will support learner progress; help to build stronger relationships between the adult and pupil; support social and emotional learning; increase engagement; allow the adult to assess the emotional situation and monitor well-being. They are a standard element of our behaviour management toolkit and are effective at reducing anxiety for pupils and creating an overall positive classroom culture.

- **2:10** For pupils identified by the class teacher as requiring additional emotional check-ins, we advise the teacher (or teaching assistant) to spend 2 minutes with the pupil, every 10 days, talking about any subject that is not related to school. This common strategy has been proven to build stronger relationships between pupils and their teachers; have a positive impact on pupils' mental health and potentially lead to a more harmonious overall classroom environment.

- **Additional visual prompts**

A visual timetable shows what is happening over a certain period in a visual way. It might use words, real photographs, cartoon pictures or symbols. It could show a short amount of time e.g. what is happening now and what is going to happen next or it could show longer periods, such as the plan for part of, or all of the day. Visual timetables create predictability and have been shown to reduce anxiety for those who use them. They are easy to understand, support independence, support decision making and can help manage challenging behaviour.

- **Brain Breaks – 'If you can predict it, you can prevent it'**

Some pupils may benefit from having a breather to compose themselves, before an activity. Brain break plans should be discussed with the pupil before they are implemented. A brain break does not necessarily mean a child needs to leave a classroom; they just need a momentary activity to distract them, and reduce their anxiety, before returning to the main activity after an agreed time.

- **Time out pass**

The class teacher may decide a pupil needs a *safe space* they can go to when they need it. It should be used for an agreed time (e.g. 5 minutes) and have conditions attached. The Inclusion Team should be made aware if a class teacher has decided a pupil would benefit from a time out pass or safe space.

- **Timers** A visual timer, such as a sand timer or digital clock, is a very effective way of keeping pupils on track and reminding them that a piece of work, or a task, needs to be completed within a specified time. For this strategy to be effective, it is important the adult sets the boundaries and expectations before using the timer. E.g. 'by the time the timer has finished, I would like you to have completed question 1 – you can do it'

- **Jobs bank** Some pupils will **need** additional movement breaks. To accommodate their needs, teachers will have a Jobs bank ready to use when they feel necessary. By using this strategy, pupils will have their needs met by a) being able to move around the classroom/school b) feeling valued and a sense of belonging c) feel like they're contributing d) feeling a sense of control.

- **Parental involvement** Our school encourages parental and family involvement. We want parents and carers to play an active part in their child's education at Walter Halls and to support our staff as they carry out their responsibilities. We encourage our pupils to take responsibility for themselves and their decisions. Our policies, systems and practices are all aimed at creating an environment in which every single pupil can flourish and reach their full potential. It is our expectation that parents and carers will support our approaches to learning and behaviour management, in the understanding that our systems are designed to prepare pupils for each stage of their primary education and, eventually, their progression onto secondary school. With this in mind, we respectfully ask all parents and carers to adhere to any signage around school.
- **Recognising positive behaviour**
Staff will make every effort to recognise good behaviour at every opportunity. Whether it's in the classroom, walking along the corridor or on the playground. Adults will use consistent language around school that will help to make good behaviour habitual and embed a culture where pupils always strive to be their best. All adults have access to Class Dojo, which they use to reward positive behaviour. Extrinsic motivators, such as rewards, stickers and certificates are good tools for behaviour management, but we will always strive to scaffold pupils' behaviour for learning until they are intrinsically motivated – or try to do well *because they want to*. In class, individual pupils will gain a tally on the board for 'showing' good behaviour. Teachers and staff will use the simple phrase 'SHOW ME' (you are ready), before giving behaviour tally points. Staff should aim to use the phrase 'show me' as regularly as possible, to reinforce, practise and embed positive transitions and behaviours. Pupils will be taught what 'show me' looks like, and know exactly what they're expected to do, to be recognised and achieve a behaviour tally point. E.g 'show me looks like this...pens down, arms folded, looking at me, ready to learn – well done, let's move on'. 'Show me' is part of our toolkit of relentless routines. Those who achieve the most 'show me' tally points, throughout the day, will be recognised at 3.10pm. Class teachers will decide exactly *how* a pupil will be recognised.
- **Recognition Boards (for above and beyond behaviour)**
Behaviour tally points and Class Dojos are used to recognise *good* behaviour; recognitions boards are for behaviours that *are above and beyond*. E.g, if a pupil chooses to stay in at playtime to tidy the classroom, this could be rewarded with a place on the class recognition board for respect.
- **Recognition Friday**
Every Friday afternoon, pupils who have demonstrated good behaviour throughout the week will be selected by class teachers to attend Recognition Friday in the Crow's Nest. The Crow's Nest is our Learning Mentor base.

OUTDOORS:

- OPAL playtime scheme – a huge investment of money, time and resources has been ploughed into following a scheme of support for our lunchtime provision. This is supported by an outside mentor and involves a play team of staff in school, who work hard to implement OPAL play systems. This programme is based on extensive research, thorough staff training and with the sole intention of making playtimes productive and positive. You can find out more here:
<https://outdoorplayandlearning.org.uk/>

APPENDIX 2 – TRAINING AIMS FOR ALL ADULTS AT WALTER HALLS

Teacher Standard 7 sets out expectations for all teaching staff when it comes to effective behaviour management. All the adults at Walter Halls – from cleaners, site managers, middays and office staff – as well as visiting teachers and external staff – play an important role in ensuring behaviour management is carried out as we expect. We will use this simple checklist to reference key messages to this broader range of adults in school:

		✓
1	<p>Behaviour needs to be taught</p> <p>The process for teaching behaviour explicitly is as follows:</p> <ul style="list-style-type: none"> • Identify the routines you want to see • Communicate in detail your expectations • Practise the routines until everyone can do them 	
2	<p>If we can predict it, we can prevent it – Relationships are key in successful behaviour policies. We get to know our children and we promote and support the notion of EQUITY at every opportunity, so that our children learn the true meaning of ‘fairness’. All adults are proactive in learning about what children need and removing as many barriers for them as possible</p>	
3	<p>Sweating the small stuff - Consistency from all adults allows the children to understand fully what the boundaries are and what is expected of them. We agree to establish consistent approaches listed in <u>Section 5</u> of this policy</p>	
4	<p>Consistent boundaries – All children need the safety of knowing what consequences there are for their behaviour. All adults agree that it is not the severity of these consequences that matters most, but that all adults in school pick up their own tab, follow the escalation processes in <u>Section 5 & 6 of this policy</u> and ensure effective communication with other adults at school and at home</p>	
5	<p>Shared scripts – ‘Team Around’ meetings may involve agreed scripts for particular children, so that the level of consistency around a child is increased. Walter Halls also expects all adults to promote other scripts as a matter of course throughout the day:</p> <ul style="list-style-type: none"> - Ready, Respectful, Safe... - All the adults are important in school and we are all here to help you... - You belong in our school...we’re pleased you are here... - I’m not going to talk about this in front of everyone, let’s both take some time to be calm before we sort this out... - I can see that you are angry / upset / worried...that must be hard for you, I’m here to help... 	

Appendix 3 - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. Definitions

Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury

'Reasonable in the circumstances' means using no more force than is needed

'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom

'Restraint' means to hold back physically or to bring a pupil under control

2. The Legal Position

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. When can physical force be used?

Schools can use reasonable force to:

Remove disruptive pupils if they have refused to follow an instruction to leave

Prevent a pupil:

- ☐ who disrupts a school event, trip or visit
- ☐ leaving the classroom where this would risk their safety or disrupt others
- ☐ from attacking someone

Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.