Walter Halls Primary School.

Relationships & Positive Behaviour Culture Policy

Including escalation systems for child-on-child abuse

Last reviewed: November 2026
Next Review: September 2028

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), Barak Rosenshine's Principles of Instruction and Restorative practice, Mark Finnis.

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' whist 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'. We have 'unconditional positive regard' for all of our children.
• 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 behaviour tracking records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Engage with local authority team and outside agencies to source the right support at the right time

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:

- Heads and deputy students from Y6, who work with the headteacher on our school ethos and culture
- Inclusion Ambassadors from Y3-Y6, who are elected by their peers, to be role models for inclusion and who learn how to support other children positively
- Outdoor play and learning ambassadors who work with a senior leader to support happy, healthy lunchtimes
- Reading & Phonics Ambassadors
- KS2 Role Models – chosen through supportive intervention planning for self-esteem and positive behaviour reinforcement
- School Newspaper 'editor and chiefs' – promote and celebrate school life

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 harbor 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**

It is important not to sanction behaviour when help would be a more appropriate response. We are flexible in our practice and consistent with our boundaries. Our approach is: 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.
We recognise that all behaviour is communication and all adults who work at Walter Halls will seek to 'connect before we correct'.

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. We assess and identify gaps in 'Strong Foundations of Behaviour' for each child, in every class, so that we can properly support closing these gaps through a high-quality behaviour curriculum. APPENDIX 2 outlines specific foundational behavioural needs that our teachers assess and plan for.

5) Consistency: sweating the small stuff

Creating a culture where it's easy to behave well and hard to misbehave		
Consistency of expectations	Habits - Consistencies in practice	Over and above recognition
➢ Be Ready ➢ Be Respectful ➢ Be Safe <u>Our values</u> Respect, Kindness & Empathy, Aspiration, Curiosity, Collaboration, Perseverance <u>Around school</u> ➢ Terrific Transitions ➢ Wonderful Walking ➢ Legendary Lines <u>Adult interactions</u> We do not shout or belittle any child under any circumstance. We aim to: Praising in public (PIP), Restore in private (RIP) <u>Universal provision</u> All teachers will use the universal provision as a toolkit for meeting need	• 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 • Organised 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 • Shared frames for conversations with children • A daily 'end and send' session that promotes belonging, teamwork and reflects on the day	- Tools for recognising positive behaviours eg – recognition boards, glimmer boards, class points, teamwork reward, dojo championships - Certificates in Friday assemblies - Stickers - Messages home to parents & carers - Verbal praise from all adults - Showing work to another adult - Headteacher Excellence Awards
Shared conversational frames 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. **SEE APPENDIX 3**		

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 Staff training is evidence-based in order to have the best impact on children's ability to learn and make progress. Our training aims to create consistency by 'sweating the small stuff' and establishing strong habits and routines with explicit explanations for each expectation set. We aim to use a coaching model and pre-plan multiple opportunities for effective staff training each academic year. This is delivered through 1:1 coaching, whole-staff INSET days, phase meeting discussions, team around solution circles with peer-to-peer input and through developing an effective behaviour curriculum.

5.3 Sanctions *should*

- Make it clear that unacceptable behaviour affects others, using a **restorative approach** – **SEE APPENDIX 4**
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

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** Time 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

5.5 Disruption vs dysregulation

We view these as two distinctly different barriers to positive behaviours for learning. Disruption is intentional, may be low-level and is connected with work-avoidance. Dysregulation if often linked to overwhelm, a specific behavioural or SEND need and indicates that provision needs to be reviewed.

For both cases, we use and 'on-call' system so that adults can receive swift support from leaders and behaviour mentors. Actions taken from this point will depend on if the need is connected with disruptive or dysregulated behaviours:

- **For disruptive behaviours**, children may be taken for a short re-set outside of their classroom or they may be placed in a 'partner class' away from their current cohort to complete their learning
- **For dysregualtion**, children may access The Crow's Nest SEMH room to aid re-regualtion. A rationale for those accessing The Crow's Nest provision can be found on our website. For significant SEND-related dysregualtion, access to The Helm or The Hub Club provision may be considered.
- **We track patterns of all 'on-calls'** and use this tracking as a mechanism to review what support will be most effective for that child: marble jars are used as a visual aid to help children remain in their own classroom space and retaining their right to take part in daily reward time in the classroom.
- **Repeating patterns of disruptive behaviours, or behaviours deemed as unsafe, children will be placed on a 'tracker' at stage 7 of our escalation.** The tracker seeks to frequently remind children exactly how to 'get back on track' and will give them specific targets to work towards, that are checked daily by a senior leader. They will be removed from their classroom to reflect on how well they are achieving their targets each day / week. If little improvement is shown, family members are invited in to school to be part of next-steps of escalation and a 'Team Around' plan may be instigated – see below.

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 with intent
- Homophobic with intent
- Child-on-child abuse – see section 8

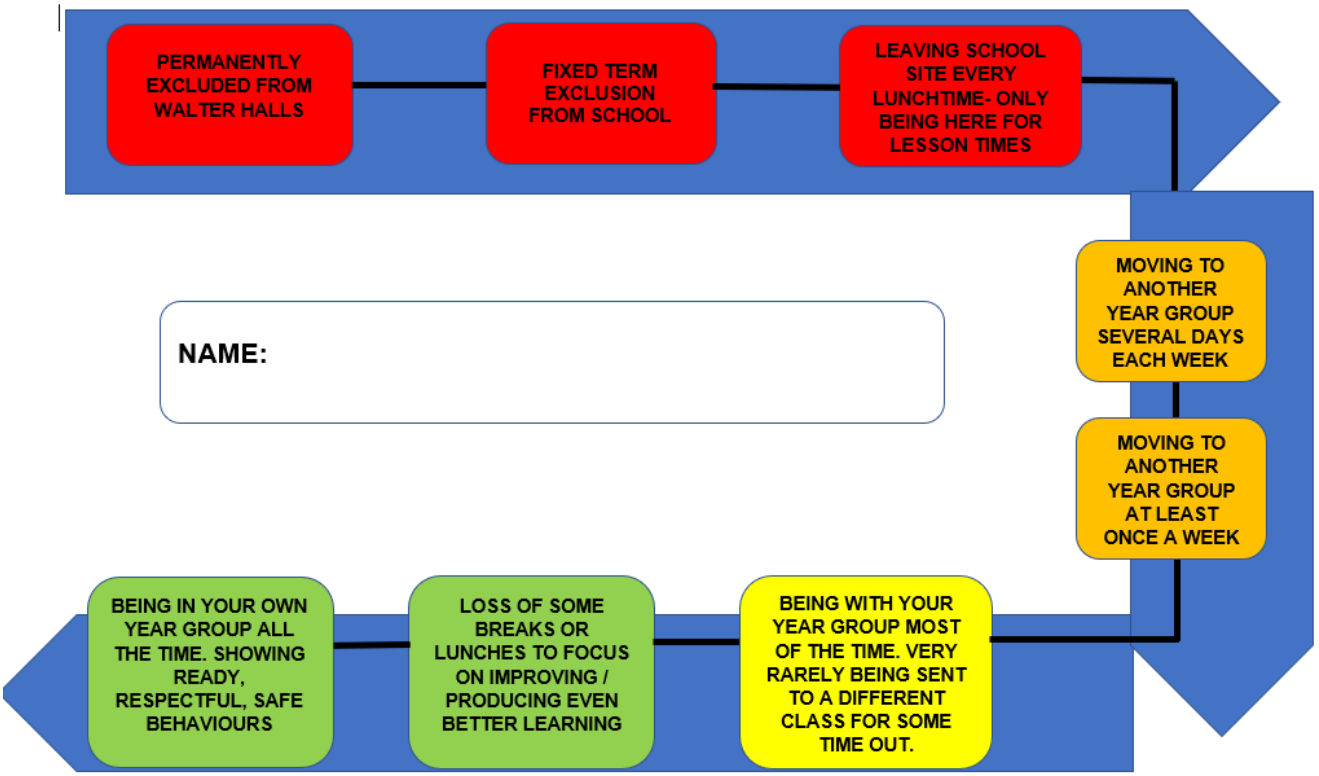
All these incidents must move straight to stage 5 or 6 depending on the nature of the incident. Professional judgement may be required when weighing up the intent behind particular incidents but these must all be logged and go straight to stage 5 or higher.

6.1 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 / senior leaders 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.

Reaching yellow on the Back on Track pathway will instigate a visual marble jar system, described previously. Reaching orange on this pathway will instigate a visual tracker and specific targets, described previously:

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



Red Zone - SUSPENSION AND PERMANENT EXCLUSIONS:

Exclusions may occur following extreme incidents at the discretion of the Headteacher. A suspension 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 endeavor 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.

6.2 'Team Around the child':

'Back on Track' systems will automatically trigger a 'team around' meeting with in-school professionals. This decision will be made based on repeating patterns shown in 'on-call' records and from behaviour logs made on CPOMS. Class teachers and other teaching staff can also request a 'team around' meeting for complex behavioural barriers. 'Team Around' Meetings engage a group of adults in regularly discussing and reviewing children's needs and behaviours in school. They will include members of the Inclusion Team, class teachers, pastoral and safeguarding team members, teaching assistants and any adult who regularly interacts with this

child. These meetings are always led by a senior 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. Solution circle approaches may be used during these meeting so that we ensure we are relying on a solution-focused approach from a range of adults. Actions are made clear, measurable and are time-bound. At this stage, family members are informed and become part of the review process.

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. We engage with regular external RPI training, delivered by local authority teams. A large group of adults in school have accredited training and we keep an updated list of these adults on school files, which is reviewed annually.
All cases of physical handling must be recorded on CPOMS using a separate form, which ensures the voice of the child and their family is recorded, alongside the trigger, method of restraint and any further relevant information regarding the incident.

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* 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.

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, suspension 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.

We have summarised our whole-school approach with a 'behaviour on a page' document – SEE APPENDIX 5

---

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) states that

'*Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of Child-on-Child abuse and sets out how allegations of Child-on-Child abuse will be investigated and dealt with*'. It also emphasises that the voice of the child must be heard

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

Child on child abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with child on child 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 child-on-child 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 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)
- 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 accidently 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

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

Child on child abuse can and will occur on any site even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent child on child abuse.
This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
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
12.2. DfE: Statutory guidance: Keeping children safe in education
12.3. DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges
12.4. DfE: Preventing and Tackling Bullying
12.5. DfE: Statutory guidance School exclusion
12.6. DfE: Teaching Online Safety in Schools
12.7. DfE: Relationship Education and Relationship and Sex Education
12.8. DfE: Behaviour and discipline in schools
12.9. DfE: Mental health and behaviour in schools
12.10. DfE: Mental health and behaviour in schools

<u>Advice to Parents</u>

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.

(This policy will be reviewed every 2 years by senior leaders and governors. Statutory updates, linked to Keeping Children Safe in Education will be reviewed annually by DSL)

APPENDICES

1) Universal Provision at Walter Halls

2) Assessing gaps in Strong Foundations of behaviour

3) Shared conversational frames

4) Restorative approaches

5) Behaviour on a page summary

APPENDIX 1 – UNIVERSAL PROVISION: https://www.walterhallsprimary.co.uk/web/send/668306

Universal Provision EYFS and KSI

at Walter Halls Primary and Early Years School

Every classroom

- Widgit symbols
- R2R10
- Visual timetable
- Emotion check ins
- Feeling post box
- Wake and shake
- Meet and greet
- End and send
- Scaffolding for all children
- Displays with symbols
- Calm corner
- Water bottle at the sink
- Smart boards are neutral colours but not black on white
- Assess, Plan, Do, Review
- Flexible groupings according to need
- A strong focus on the importance of positive relationships
- Visual working walls
- Interventions
- Neutral / low stimuli classrooms / displays
- pupil progress meetings every term.
- independent learning
- use chairs of different sizes and can use the floor to sit on.
- Oracy focus - Everyday routines prioritise spoken language and active listening to build strong baseline communication skills.
- Labelled resources including picture symbols
- Predictable continuous provision: Standard areas—such as construction, small world, reading, and malleable play—remain stable and structured so children know what to expect
- learning tools like number lines, phonics mats, are placed directly on tables or in easy-reach trays
- Structured transitions: Clear signals (like a tambourine, tidy up song or whistle) for routines
- Classroom teachers and TA's to discuss need with as well as SENDco & Assistant Headteacher

Sensory processing needs

- Ear defenders
- Movement breaks
- Fidget toys
- Sensory circuits

Cognition and learning needs

- Interventions
- Coloured paper/overlays
- Concreate objects / manipulatives
- Learning and Support team referal

Communication and Language needs

- Communication groups
- Lunch club
- OPAL group
- Adaptive communication - pair spoken language with visual aids, gestures, and signs.
- Periods of listening broken up with practical activity
- Chunked instructions

Social, Emotional and Mental Health needs

- Learning mentor access
- Social and Emotional Learning groups
- Crow's nest access
- Reflection time
- Woods
- Gardening group
- Team around meetings
- Stage 7 plan
- INclude support through Nottingham City.

Physical needs

- Pencil grips
- Fine motor groups
- Sensory circuits
- OPAL

Universal Provision KS2

at Walter Halls Primary and Early Years School

Every classroom

- Widgit symbols
- R2R10
- Visual timetable
- Emotion check ins
- Feeling post box
- Soft starts
- Meet and greet
- End and send
- Scaffolding for all children and work that is adapted to suit needs.
- Adapative teaching
- Movement breaks available and planned in
- Displays with symbols
- Calm corner
- Water bottle at the sink
- Smart boards are neutral colours but not black on white
- Interventions
- Neutral / low stimuli classrooms / displays
- Oracy focus - Everyday routines prioritise spoken language and active listening to build strong baseline communication skills.
- OPAL lunchtimes
- Assess, Plan, Do, Review
- Flexible groupings according to need
- A strong focus on the importance of positive relationships
- Visual working walls
- pupil progress meetings every term.
- Classroom teachers and TA's to discuss need with as well as SENDco & Assistant Headteacher

Sensory processing needs

- Ear defenders
- Movement breaks
- Fidget toys
- Sensory circuits

Cognition and learning needs

- Interventions
- Coloured paper/overlays
- Concreate objects / manipulatives
- Learning and Support team referal

Communication and Language needs

- Communication groups
- Lunch club
- OPAL group
- Adaptive communication - pair spoken language with visual aids, gestures, and signs.
- Periods of listening broken up with practical activity
- Chunked instructions

Social, Emotional and Mental Health needs

- Learning mentor access
- Social and Emotional Learning groups
- Crow's nest access
- Reflection time
- Woods
- Gardening group
- Team around meetings
- Stage 7 plan
- INclude support through Nottingham City.

Physical needs

- Pencil grips
- Fine motor groups
- Sensory circuits
- OPAL

APPENDIX 2 – Strong foundations for learning behaviours:

FOUNDATIONAL KNOWLEDGE & SKILLS - **Assessment for transition to next year group –** **Highlight gaps and add any necessary comments** **Name:**	
Can compose sentences orally	COMMENT
Speaks fluently / communication can be understood by familiar people	
Correct pencil grip	
Correct letter formations	
Correct number formations	
Uses spelling strategies and applies dictation methods	
Spells common exception words with accuracy	
Phonics decoding secure – see specific breakdown	
Reads, at a glance, the great majority of words matched to age and stage	
Number bonds secure	
Numbers to 10 secure	
Counting & Calculation are on-track	
Shape, size and time concepts are on-track	
Can apply new vocabulary in talk and own work	
Shows they are listening in different ways – faces teacher when asked	
Responds to questions directed to them	
Responds to hand signals to manage learning behaviours	
Sustains concentration to complete an appropriate task	
Can take turns and work well with peers – can use 'talk partners' well	
Often and willingly shares ideas and thoughts.	
Often and willingly asks for help when needed	
Shows care for others and equipment	
Manages transitions from one activity to the next	
Lines up and moves from place to place listening to adult instruction	
Self-care and toileting are secure	

APPENDIX 3 – Shared conversational frames:

RESTORATIVE CONVERSATIONS FRAME

WHAT HAPPENED?
Storytelling

WHO HAS BEEN AFFECTED BY THIS?
Impact

WHAT NEEDS TO HAPPEN NOW?
Soloution focus

W Wonder

I Imagine

N Notice

WHAT HAPPENED?

How were you feeling?

What happened next?

What has brought us here today?

At that point, what were you thinking/ feeling?

What was happening before?

Tell us more about...

What do you think about it now?

Is there anything else you want to add?

WHO HAS BEEN AFFECTED BY THIS?

How have they been affected?

How have you been affected?

Was anyone else involved?

What was the impact on you?

What was the impact on others?

What was the hardest part for you?

Has anyone else been affected by this?

How are they feeling now because of this?

How did this change the learning in the room?

WHAT NEEDS TO HAPPEN NOW?

What would that look like?

What do you need to move on from this?

What would that feel like?

Are you okay with that?

Do you think other people will agree with that?

What else needs to happen?

Tell us more about...

If you can't do that, then what can you do?

If 'person A' was affected, what do you think they need for us to make it right with them?

What help do you need so we don't end up here again?

Sometimes, the adults need to have a conversation once we know all the facts. But what do you think is the right thing to do next?

WHEN YOU ..... I FEEL... NEXT TIME YOU FEEL... I NEED YOU TO...

APPENDIX 4 – Restorative approaches:

Restorative questions

Some questions to ask when things go wrong.

1 What happened



What did you think?

How did you feel?

What do you think about it now?

2 Who has been effected?



Was anyone else involved?

How did this feel for you?

How did this effect the learning?

What has been the impact on others?

3 What needs to happen now?



Do the adults need to help resolve this?

What would that look like?

How would that make things right?

Questions to ask anyone affected.



What did you think or feel?

How can we make things better?

How has it impacted you or others?

How do you feel now?

APPENDIX 5 – Behaviour on a page summary:

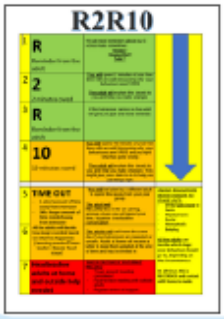
Behaviour and Relationships at Walter Halls

Ready • Respectful • Safe

Our policy starts with a relational, restorative and trauma informed approach. We ensure training for staff around behaviour for learning is centered around ensuring our children feel safe and that they belong at Walter Halls.
Staff are role models that use our universal provision map to ensure children have their needs met in the classroom first and foremost so they can feel success.

R2R10

Our behaviour system is clear and shared with all children and staff that enter our school. We talk about the R standing for restorative as well as a reminder.



On call

On call is used when a child needs time out of class. Either to re-regulate or to spend time in their partner class, which could be another class around school. Learning mentors and senior leaders share this on-call system out and they support restorative conversations that happen before the child is reintegrated with their classroom.
Class teachers also have restorative frames they use for supporting children back into the classroom.
Partner classes are used when children need time away from a classroom.



Restorative prompts

Every classroom has a frame to support children manage those conversations, as well as a frame with language that teachers can use to effectively navigate a restorative conversation.



If children are removed from a lesson or become dsyegulated, when they are ready they will complete a restorative reflection sheet. Adults can support them to do this if they need. Their class teacher or the adult that was supporting them will go through this prompt with them to help them understand what went wrong and what we can do to make it right again.

Stage 7 team around

When children are consistently struggling with their behaviour for learning, The Headteacher and Assistant Headteacher will arrange a 'Team Around the child' meeting. This is where all adults that work with that child will come together to look at the needs of the child, as well as what we can put in place to support them.
We then review this every 4-6 weeks, and look at either reducing the support or increasing it.
A learning Mentor, who is a level 4 TA is then timetabled to do check ins on that child in class as well as meeting with the class teachert to ensure that what we agreed in the meeting is happening.

Sometimes, we will implement our 'back on track' support. This is where we show the child and their parents where we are with support and the steps we have put in place in order to get back to being in class full time with their peers.

Back on track.



When a child reaches a team around we use a back on track frame to support them. This visual is in every classroom to show children the escalation for when behaviour for learning or lunch times need more support. Children will have a tracker in class if they are at the point where they need to spend some time away from their class. When behaviour is repeated in a specific part of the curriculum, ie PE, children will then spend time in a partner class at that time the following week.

Marble jar

When a child is on a stage 7 team around plan, they will be given a marble jar. This is then used to give them a concrete object to show postive praise.
Children need to earn 15 marbles in order to acheive time at the end of the day in the Crow's Nest. If they do not acheive 15, they stay in their classroom for the end and send. If they have not had a successful day within their classroom, they then spend time with a member of SLT instead.
We use this as a reflection time, where SLT will speak with them about all their positive attributes and use a restorative frame to help the next day be more succesful for them.

Learning Mentors

We have 1 full-time learning mentor and a 2nd learning mentor that supports S.E.L gourps and interventions. Both learning mentors have been timetabled to support the needs of children across school at specific times.
We use our on-cll data logs to highlight high-success and high-demand areas where children will need extra support. Both learning mentors build relationships with children and families so we can ensure each child has a safe adult in school.



Class dojo & tools for recognising positive behaviours.

Every classroom uses Class Dojo and recognition boards to support the promotion of good behaviour for learning.
Parents get notifications and are able to see their children's points build up. Classes run Dojo championships where the points are counted throughout the week and then the children with the most points win a trip to the class reward box.

Universal Provision

Our unniversal provision states what every classroom has within it in order to support all children. There are additional supports put in place for children with additional needs, such as SEMH.



Preventative interventions and support



- SEL interventions
- Kerrie, Mental Health practioner and play therapist
- Gail - Family Support Worker
- MHST 1:1 and group sessions as well as parent sessions offered.
- Wdiget and Adaptive teaching
- emotion check ins and worry boxes/ monsters in every classroom
- Sensory circuits across school, that children are specifically taught how to use and when to use them.
- RSHE curriculum builds in regulation, emotional well-being as well as the understanding of equity and getting what you need.
- Crows Nest - Social Emotional Mental Health space that is used for Social emotional learning groups as well as supporting children regulate when needed.
- OPAL play and an active learning approach.
- Use of widget symbols across school
- Learning mentor check ins, timed to support key children.
- Inclusion ambassadors used as role models to support friendships and children feeling included and like they belong at Walter Halls.
- Enhanced provision - the Helm- is accessed by children who need specialist SEND support and this is run by our SENDco and an experienced Level 4 SEND TA.

Evidence informed practice.

We have based much of our practice on evidence from Education Endowment Foundation as well as the books below.

