

Fulwood St Peter's CE Primary School and Nursery

Behaviour, Anti-Bullying and Child on Child Abuse Policy

Unlocking Potential

With the keys of Respect, Compassion, Kindness, Courage, Forgiveness and Love

Referenced to

- DfE Behaviour in Schools September 2022
- DfE- SEND Code of Practice 2015
- Ofsted "No Place for Bullying" survey report June 2012
- DfE- Preventing and tackling Bullying July 2017
- DfE- Keeping Children Safe in Education – (KCSIE) 2022
- Paul Dix "When Adults Change Everything Changes" 2017 (adviser to the DfE)

Section 1 – Behaviour

Section 2- Antibullying

Section 3 – Child on child abuse

Section 1 Behaviour

Aims

Good behaviour promotes an atmosphere in which quality learning can take place and in which all children can reach their potential.

Everyone has the right to learn in an environment free from harassment and discrimination where they feel safe.

The right to an education is within the Human Rights Act 1998

Within St. Peter's we set high expectations of behaviour. We aim to encourage each other by showing respect, being ready to learn and promoting a safe environment where we value diversity, love and care for the needs and rights of others as well as themselves. An integral part of **our mission statement** is to equip children to live in the community and to serve others, developing the skills which they will bring to adult life. We promote positive behaviour in our pupils. We create an environment in which our pupils can achieve their goals, therefore unlocking the God-given potential of everyone here in our school.

Expectations

(Based on Paul Dix's approach above)

Behaviour in school is guided by the three principle rules namely

Be READY
RESPECT others
Be SAFE

Individual classes will agree with their children guidelines around the safe – respect – ready headings. Each class with their children devises their own sanctions. These are referred to and applied consistently by all staff in school.

For pupils with SEND- reasonable adjustments will be made, which include, tailored individual behaviour plans and personalised targets. These will oversee by the school SENCO.

Each class has their own 'recognition board' with whole class targets on. When all children arrive at the top of the recognition board an 'Outstanding' card is sent home.

Responsibilities

Within our school we believe that emphasising positive behaviour in school in an atmosphere of mutual respect will marginalise poor behaviour. A well-managed environment will encourage pupils to fulfil the Christian values in their own behaviour. We wish to acknowledge the responsibility of all those in the school community – All staff, governors, parents and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual and provide a calm, orderly and safe environment.
- To set high standards and expect them to be reached.
- To ensure that lessons are interesting, stimulating and developed with the support of the pupils and their interests.
- To inform parents of their pupil's educational progress and their attitude to learning.
- To use and apply restorative thinking, along with scripted phrases.
- To treat each member of the school community equally regardless of race, faith, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds.
- To be a good role model by applying consistency and fairness.
- Ensure that pupils are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular assemblies on themes of behaviour, respect, British values etc.
- To work together as a team to support pupil's positive behaviour.
- New to role staff will complete an induction training. This may include outside training e.g. Golden Hill Training and Hillside Special School for training.
- To be particularly vigilant during IT lessons to ensure appropriate, effective and safe children use. (Refer also the Online Safety and PSHE Policies – check and add page numbers)
- To support one another as a cooperative staff team.
- To have self-discipline in emotional reactions to situations that arise.
- Staff will be trained to deal with behaviour as part of the school's ongoing training.

Responsibilities of the Head teacher

- It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Head teacher keeps records of all reported serious incidents of misbehaviour.
- The Head teacher has the responsibility for giving suspension to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher will permanently exclude a child, at any stage of the behaviour sanctions. The Head teacher will inform the school governors.

Responsibilities of the Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.
- The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues.
- The governors monitor on termly meetings, implementation of the behaviour policy, including
- Sanctions used.
- Identifying types of patterns, trends of behaviour including associated protected characteristics. A nominated governor- reviews implementation of the policy on a detailed basis and reports to full governors.

Responsibility of Parents

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- To support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school at 8.55 am and collected at 3:25pm (KS1) 3:30pm (KS2).
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage their child to do their homework and offer support with this.

- To speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once the bell has gone, teachers are unable to speak to you because the pupils are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school or contact through class Dojo).
- If you are annoyed about something, please do not speak to the teacher in front of your child or another pupil. Do not approach other pupil/s to tell them off or threaten them in any way. This frightens them and is a form of bullying; always speak to a member of school staff.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline.
- Act as good role-models for their pupil.

We expect you to discuss with your child that we expect them to follow the same code of conduct both inside and outside the school gates, when they are representing the school or are identifiable as a child of the school. Any inappropriate behaviour taking place outside school gates that is witnessed by a staff member or reported to the school will result in consistent sanctions.

The responsibility of Pupils

- To follow the class and school rules.
- Pupils' views on behaviour are expressed through the elected two per class representatives on the School Council.
- To accept responsibility and consequences of their actions.
- To respect the adults with whom they work with and be tolerant and understanding of others.
- To be kind, helpful and caring for others, especially on the playground.
- To respect other peoples' property and the schools'
- To work hard in class to the best of their ability and do their homework.
- If children pose a risk to others with their online behaviour out of school, school may use sanctions outlined within the behaviour policy.

Indoor (Also see rules created by School Council)

- Walk quietly along the corridors and around the school.
- Keep the coat areas tidy; hang up coats and bags so that people will not trip over them.
- Do not touch anyone else's property.
- No jewellery to be worn except for religious reason, watches and small studs, which must be removed prior to PE sessions.
- Treat others in the same way that you want them to treat you.
- Show respect for all members of the school community.

Outdoor (Also see rules created by School Council)

- Respect for others all times
- No bad language
- No bullying
- No racist, homophobic, or sexist remarks or behaviour

Rewards

Our positive approach to behaviour reinforcement means giving praise to those pupils who are well behaved, polite, hardworking and following our School Rules. In addition to verbal commendation, praise may include any of the following:

- Pupils move their names up on the recognition board. This will focus on one of safe – respect – ready principles tailored to the class. The target is for every child to achieve outstanding once every half term. An outstanding card shall be sent home and a treat for the class will happen, this may include additional playtime, golden time or other treats discussed and chosen by each individual class.
- Weekly 'Special Achievement' awards in class.
- Half-termly 'Good Samaritan Award' for children who are living out our school value of kindness. Children who think of others are nominated by staff from each class. A special postcard is written and shared in an assembly.
- Positive notes are posted home to parents.
- In class assemblies share children's achievements outside of school.

Friendship Leaders

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- There are times when using older trained children as peer mediator can help with minor behaviour problems.
- Both peer mediation and restorative approaches are used to create forgiveness and re-establish trust between children.

Poor Behaviour

All Years use a model for conflict resolution which includes the following process:

- Child approached calmly and quickly
- Acknowledgement of their feelings
- Gathering of information
- Re model the problem so children can understand
- Ask for ideas and solutions and choose one together
- Staff follow the Behaviour Blue Print at the end of the policy, which outlines phrases to be used to defuse a behaviour situation.
- Reasonable adjustment statement are also present to support pupils on the SEND register.

All classes can use thinking time during break time. This can be either:

- A short amount of conversation time with a member of staff
- A written Thinking Time Form as shown at the end of this policy.

Continued poor behaviour

Staff will continue to monitor children's behaviour and complete notes on CPOMS along with completion of **ABC** (Antecedents – Behaviour- Consequences) charts will be used along with **IBP** (Individual Behaviour Plan). These will be monitored by Head teacher and Behaviour Lead. Additional support from multi-agencies may be instigated using for example

- Golden Hill Inclusion Support Team

- Early Help Assessment (EHA) – Team Around the Family (TAF)
- Family Health and Wellbeing Team - (FHWB)
- Child Action North West (CANW)
- SENCO will complete all referrals and submit all evidence.

Seclusion.

- Disruptive children may be placed in an area away from other pupils for a constructive and limited period. Any use of isolation that prevents a child from leaving of their own free will would only be considered in exceptional circumstances. ***Section 42 and 43 DFE Behaviour and Discipline in Schools.***
- Removal may be used in response to serious misbehaviour that may endanger the child or other children for sufficient time until the child is able to re-join the class and the misbehaviour has ended.
- This will be a room other than a classroom typically this will be in the SENCO office next to the hall.
- Reasons for the removal, will be made clear to the child and conditions for their reintegration into the classroom will be made clear.
- This will be recorded on CPOMS.
- Ongoing assessment regarding underlying factors and reflection by the pupil will be carried out inline with their individual targets.

Specific areas

Suspension and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Exclusion from maintained schools, Academies and children referral units in England - A guide for those with legal responsibilities in relation to exclusion. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

<https://www.gov.uk/government/publications/school-exclusion>

Only the Head teacher (or the acting Head teacher) has the power to suspend or exclude a child from school. The Head teacher may suspend a child for one or more fixed periods, up to a total of 45 days in any one school year. In extreme and exceptional circumstances, the Head teacher may exclude a child permanently. It is also possible for the Head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this. If the Head teacher excludes a child, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling. A reintegration meeting will be held with parents and child upon return to school, which will outline strategies that will be used to support the behaviour of a child, and transition back into classroom learning.

Confiscation of items

The School adheres to the legal guidelines describing the conditions by which members of staff will confiscate items from children. DFE Statutory Guidance on the Confiscation of Inappropriate items outlines that staff in their general powers in disciplining pupils have the power to confiscate dispose of or retain a children's property as a punishment. Under Section 2 of the Education Act 2011, schools have the duty to search, and to confiscate any items which they believe pose a danger or threat to children's, or any other persons on school premises. This does not require consent, but wherever necessary this will be sought. Staff are protected against liability damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

Power to search without consent - Staff at school have the power to search pupils without consent for "prohibited items" which include:

- Knives and weapons and blades of any kind.
- Alcohol, drugs Tobacco.
- Mobile phones are not permitted in areas of the school used by children.
- Stolen items.
- Pornographic images.
- Laser pens.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for
- Other items deemed by the Head teacher to be unsafe, offensive to others or unnecessary in school. These searches will be usually conducted by the Head teacher or members of SLT. The search will be conducted by a person/individual the same gender as the child and in the presence of another adult (where possible of the same gender). Searching the child's possessions includes searching a child's goods over which she has or appears to have control; where there are reasonable grounds, lockers may be searched at any time, without consent, and not in the presence of the child. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. However, all efforts would be made to contact parents, and also where objects are confiscated, parents would be informed.

Powers to Use Reasonable Force

All staff should be aware of the following definitions:

Reasonable Force - can be used to prevent pupils from hurting themselves or others, from damaging property or causing disorder. It can mean either passive physical contact (e.g.: standing between pupils or blocking pupil's path) or active physical contact (e.g.: leading a child by the hand or arm or ushering a child away by placing a hand in the centre of the back).

Reasonable force- is used for two main purposes – to prevent pupils from hurting themselves or others.

To prevent a child from attacking a member of staff or other children or stop a fight on the playground.

Physical Control/Restraint- This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. Reasonable force may also be used if a disruptive child refuses to leave a classroom situation after being told to do so. This may be used to divert a student from a

destructive or disruptive action, for example guiding or leading a student by the hand, arm or shoulder with little or no force. Any further handling of pupils would be carried out by head teacher or member of SLT. The decision by staff to physically intervene in a situation is down to the professional judgement of the staff member concerned and will always depend on individual circumstances. Considerations will be made by all members of staff for pupils with SEND needs. School does not require parental consent to use reasonable force on a child that staff deem fall into any category requiring physical control/the use of reasonable force or restraint. All such incidents will be recorded. An entry will be made on CPOMS.

Conduct out of school

Teachers can use disciplinary sanctions for misbehaviour outside of school to *“an extent that’s is reasonable”*. This is when they are identifiable as a pupil and the behaviour is contrary to the orderly running of the school and threatens another pupil.

Monitoring of behaviour

Behaviour incidents are recorded online with CPOMS. Anonymised summary records are monitored by the Governors. Records will show any patterns of behaviour by particular children or patterns in the type of behaviour concern including any racist, prejudiced based physical, verbal or online incidents alongside actions taken by the school as a consequence.

The governing body will pay particular attention to matters of equality; it will ensure that the school abides by the DfE ‘Equality Act guidance’ May 2014 and that no child will be treated unfairly due to a protected characteristic of race, disability, sex, age, religion or belief, and sexual orientation.

The role of the curriculum

PSHE plays an important role in the prevention of poor behaviour, the self-protection of individual children and dealing with child on child abuse. Our curriculum <https://www.fulwoodstpeters.co.uk/personal-social-health-education/> which has been devised using the PSHE Association assists children’s development of their understanding of behaviour. Activities can assist in:

- Understanding the experiences and needs of others
- Developing the ability to express their own feelings
- Discussing or role play of reactions in different situations
- Forming class rules and codes of behaviour, consideration of rewards and sanctions
- Children shall be taught also as part of Religious Education and through assemblies the value of respect and good behaviour, to understand differences and diversity. They will be taught how to protect themselves and resolve conflict.

Children who have particular difficulties may need additional support. The early identification of problems and intervention is important. External agencies may need to contribute, and the school will liaise where appropriate with other facilities.

Stages in Dealing with Behaviour

The steps taken will be applied according to the circumstances of the individual case and are not necessarily sequential depending upon nature and severity of the case.

The age and developmental awareness of the children will be factored in. In the case of SEN children reasonable adjustments will be applied in line with SEND Code of Practice 2015.

Section 15 of the DFE guidance Behaviour and Discipline in Schools states *A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them*

https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf

Suspension and exclusion consideration will be formed on the basis of **evidence** available to the school.

We are unable to discuss behaviour sanctions applied to a child other than your own. Any such disclosure of personal data would likely constitute a data breach under General Data Protection Regulations.

Stage of procedure Staff responsible Actions	Actions
1. Breaking class rules	Rewards and Poor Behaviour sections above which can include short thinking time. PSHE curriculum.
2. Continuation of Stage 1 Deliberately hurting others Swearing Deliberate damage to property/ stealing Significant disruption Disobedience Racist, harassing, abusive or discriminatory behaviour. Bullying (see definition above) Child on child abuse.	Behaviour plan drawn up with parents given opportunity to apply reward and sanctions at home. Restorative Thinking resolution procedure Written Thinking Time (form at end of policy). Consideration of EHA (Early Help Assessment) TAF (Team Around the Family) Suspension
3. Prolonged Stage 2 behaviour	Review of behaviour plan Referral to multi-agencies

<p>Significant physical / verbal abuse or hurting of others</p> <p>Significant disruptive, disobedient or dangerous behaviour or child on child abuse.</p> <p>Continuation of racist, harassing, abusive or discriminatory behaviour.</p> <p>Continuation of Bullying (see definition above)</p>	<p>Suspension</p> <p>Permanent exclusion</p>
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Blue Print for Behaviour

Expectations- Every class to follow the three main headings for rules within their classroom and around school. Every classroom has their own recognition board with this on.

- **Safe**
- **Ready**
- **respect**

Visible Adults

- Meet and Greet (find something to engage with each child)
- Calm and regulated
- Follow up every time
- maintain relationships

Intervention Steps

- **Reminder**
Safe, Respect, Ready
- **Advice**
Outline behaviour and the fix it privately
- 30 second intervention
- **Emotion Coaching**
10 minutes to regulate (walk & talk, class safe space, Friendship Leaders)
Then opportunity to re-engage
Time for Thinking
CPOMS
- **Quiet Space**
Time to regulate – SLT conversation
- **Support Step**
Child, parent, teacher, SLT

30 Second Intervention

- **I have noticed that you are** (having trouble getting motivated, wandering around, playing with...)
- **You are not showing our** (3 expectations)
- **You have chosen to...**
- **Because of that you need to...** (refer to action to support behaviour eg. move to another table, complete learning another time)
- **Do you remember when you** (refer to previous positive behaviour)
- **That is who I need to see today. Thank you for listening.**

Reasonable Adjustment Responses

- If you want your smiley faces then.....
- That is the right place to be
- If you need a moment use the red spot/safe space.
- Straight away well done.....
- That is your target fantastic
- You are out of area
- That is our class target
- I am loving that you
- I can see you are feeling
- Show me the right place to be

Celebrating Success

- Recognition Board
- Outstanding Cards
- Golden Time
- Personal letters home.

Pupil Thinking Time form.

"If one part of the body suffers, all the other parts suffer with it, if one part is praised, all the other parts share its happiness" 1 Corinthians 12:26

Name: _____ Class: _____ Date: _____

1. You have been given thinking time from the class to think about your behaviour.
2. You need to think about what happened and how you can change this for the better.

Please complete:



What happened before your behaviour let you down today?



How did you behave in your class/outside when the problem started?



How do you think your teacher/friends felt about this behaviour?

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List three things you are going to change in order for this not to happen again.

- 1) _____
- 2) _____
- 3) _____

Please take this to be signed by the following people to check they know you are trying to improve your behaviour.

Pupil: _____ Parent/Guardian _____

Teacher: _____ Mrs. Parkinson _____

Time for Thinking Number _____

Section 2 Anti- Bullying

Referenced to:

DfE- Preventing and tackling Bullying July 2017

DfE- Code of Practice 2015.

House of Commons – Bullying in UK Schools 2020

Equality Act 2010

This section sets out a clear and agreed definition of bullying in order for any reported incidents to be acted upon immediately and in accordance with the policy. We aim to take a pro-active, positive approach regarding bullying, addressing both prevention and reaction issues. At St Peter's we believe that all our pupils are entitled to receive their education in a safe and caring environment, free from fear and intimidation.

Definition of Bullying:

Bullying is a behaviour by an individual or group, repeated again and again and again. It sets out to intentionally hurt another individual or a group either physically or emotionally. Bullying can take many forms (cyberbullying – via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Bullying at school can be therefore perpetrated by those who not only seek to use physical strength to dominate others but apply social skills to either directly or indirectly dominate others through non-physical means. **(House of Commons Briefing Paper 2020)**

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections. **(DfE 2017)**

It is NOT bullying when:

- There is no intention to hurt or harm *i.e.* behaviour is thoughtless
- There is a one-off fight/argument between pupils of equal stature or strength
- There is a good reason why others cannot be included in a group activity.

Aims and Objectives:

At St Peter's we provide a safe and inviting environment where we encourage our school community to have a positive and supportive relationship with each other. We ensure that individuals or groups feel able to respectfully voice their opinions and hold differing views without feeling intimidated. All staff are available so that parents, and pupils can express any concerns or worries and staff will listen and deal with any worries consistently.

We will achieve these aims by- ensuring that all children understand what bullying is and know that this is unacceptable. We encourage children to speak out, verbally or using the in class 'Worry Monster' or from years 2-6 their PSHE journals. We inform new staff on induction and new family intakes. All staff investigate any incidents, by talking with each party separately and implementing appropriate sanctions.

The Equality Act 2010

Requires public bodies to have due regard to the need to:

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

Foster good relations between people who share a protected characteristic and people who do not share it. Schools are now required to comply with the new Equality Duty.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

It is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003,

Signs of Bullying.

Bullying can manifest itself in a number of ways:

- Gesture – pulling faces, mimicking others.
- Verbal – name calling, sarcasm, spreading rumours, persistent teasing.
- Physical – pushing, kicking, hitting, and pinching of others skin and any other forms of violence.
- Extortion – the use of bribery to gain power of another.
- Emotional – exclusion, tormenting, ridicule, humiliation.
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or abusive comments (including adults).
- Telling tales to get a child into trouble.
- Use of mobile telephone/text to intimidate other people.

- Cyber bullying through email or social networking sites.

Online Bullying

Online Bullying is the use of technology - to harass threaten or intimidate someone.

- 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 – including messaging sites – WhatsApp, Snap Chat,
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games.
- 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.

Signs That A Child May Be Being Bullied Include:

- Being frightened of walking to and from school.
- Being unwilling to go to school or out to play.
- School work not being up to usual standard.
- Having personal belongings damaged.
- Having unexplained cuts or bruises.
- Becoming uncharacteristically angry or distressed, unreasonable with other children, adults and siblings.
- Fluctuation in attendance.
- Threatening to attempt suicide.
- Change in sleep patterns or having nightmares.

Strategies we adopt to ensure an Anti-Bullying Environment is established at Fulwood St Peter's include:

- Discussing unacceptable behaviour with the children and encouraging them to report any concerns.
- Staff training – based on identification and dealing with incidents for all pupils including those with an SEN or protected characteristic.
- Sharing clear procedures for pupils and parents, so they can report concerns.
- Promoting positive behaviour towards everyone through assemblies, circle time, stories, drawing, discussion, role play and teaching in our PSHE curriculum and theme days.
- Maintaining high expectations of good behaviour and standards in the minds of all staff, pupils and parents.
- Developing children's self-esteem through our house point system and through comments/actions made throughout the day.
- Encouraging children and parents to talk problems through with their child's teacher or another member of staff.
- The support of Friendship Leaders from our Year Six pupils.

- Rewarding and encouraging children for individuality, co-operation and nonaggressive behaviour.
- Intervention –will depend upon the level of support needed, this may include a quiet word, support from pastoral team, engagement with parents and referral in some cases to (Family Wellbeing Team or Child and Adolescent Mental Health Service (CAMHS)
- Sharing with parents our concerns about bullying and inviting parents to respond to our concerns and help us in to resolve any issues.
- Drawing, writing or discussing feelings might help them distance themselves from fear, the support of pastoral team along with ‘Worry Monster’ and PSHE Journals.

Parental Concerns If a parent or carer raises a concern, we will:

- Make it clear that the school will not tolerate bullying and that the incident will be thoroughly investigated and then dealt with.
- Parents and carers have the responsibility of reporting incidents to their child’s class teacher.
- Report the incident to the SLT, and record the incident through CPOMS (electronic reporting tool). This will notify all staff involved with supporting and teaching the children involved.
- React calmly to the incident – an emotional reaction can add to the bully’s fun and make them feel in control.
- Take action that day, deciding whether this needs to be private or public.
- Monitor the situation to ensure that it does not continue to escalate.
- We will take appropriate steps to ensure that children learn that Bullying will not be tolerated. Any unacceptable behaviour identified, will be dealt with in line with our Behaviour Policy in Section One.
- We will work closely with children, parents and carers to support all children involved and provide appropriate support to address concerns raised on both sides.
- Every incident to be logged using CPOMS and closely monitored by the SLT and pastoral team.

The Role of all Staff:

It is the responsibility of all adults to carefully consider the needs of children who have reported bullying, monitor and feedback to the SLT and Parents on any observations and intervention. The class teacher will work closely with the child to gain the child’s views on the situation throughout.

The Role of the Head Teacher:

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school anti-bullying policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in *the school*. *The Head*

Procedures for dealing with complaints:

If a parent is not satisfied at any time with procedures regarding the reporting of or dealing with concerns/incidents of bullying then there is recourse to the Complaints Policy on our website.

The Policy is reviewed by a governor’s Standards in Teaching and Learning Committee. Comments about the policy can be sent to the Committee c/o the school office.

Section 3 Child on Child Abuse

Referenced to:

DfE Keeping Children Safe in Education (KCSIE – 2022)

NSPCC Child on Child Abuse (2021)

Definition:

Child on Child Abuse is defined as a serious form of abuse between persons of a similar age and as such has wider safeguarding implications. We recognise that children are vulnerable and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of “banter” or “growing up”. Child on Child abuse, Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of Child on Child abuse within our school and beyond. In cases where Child on Child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. As set out in Part one of ‘Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of ‘it could happen here’.

Aims:

We recognise that all behaviour takes place on a continuum and understanding. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child or adult."

We will use the NSPCC Hackett Continuum <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/understanding> model which outlines ‘An Understanding of Sexualised Behaviour in Children.’ 08. November 2021.

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.

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Initiation/Hazing
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour

- Gang association and serious violence (County Lines) Technology can be used for abusive behaviour and 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.
- 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 some of these behaviours will need to be handled with reference to other policies in school such as the Safeguarding and Child Protection Policy and Online Safety Policy.

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 with consideration of:

- Managing internally
- Early Help
- MASH referral
- Reporting to the police Sexual violence and sexual harassment can occur between two children of any age and sex.
-

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse
- Upskirting: where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

All Staff will:

- Make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. This will be part of the PSHE Curriculum about keeping safe.

- Staff will not Dismiss or tolerate such behaviours. (not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;)
- Staff will challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Vulnerable groups:

- We recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include:
- Experience of abuse within their family.
- Children may be living with domestic violence.
- Young people in care.
- Children who go missing.
- Children with additional needs (SEN and/or disabilities) or children who identify as LGBTQ+ or have protected characteristics under the Equalities Act 2010.

Responding to reports:

All reports of Child on Child abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role using their professional judgement and supported by other agencies such as social care or the police as required.

All staff will be trained to manage a report.

Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care).

- A written report of incident will be added to CPOMS as soon as possible after any event and DSL will be notified.
- The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

Risk Assessment:

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment.

- The risk and needs’ assessment should consider:
- The victim, especially their protection and support.
- The alleged perpetrator; and all the other children and staff.
- Risk assessments will be recorded in CPOMS and kept under review.
- The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH team for advice and guidance.

Following an incident of sexual violence and/or sexual harassment, we will consider:

- The wishes of the victim in terms of how they want to proceed.
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour; including the ages of the children involved; The developmental stages of the children involved; Any power imbalance between the

children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?

- If the alleged incident is a one off or a sustained pattern of abuse.

Follow up Actions:

Whilst we gather the facts of the case and starts the process of liaising with children's social care and the police:

- The perpetrator will be removed from a class they share with the victim.
- We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises.
- Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following LCC protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker.

Reporting to the Police:

- Any report to the police will generally be made through the Multi Safeguarding Hub.
- The designated safeguarding lead (and their deputies) will follow local processes for referrals.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this will be passed on to the police.
- Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- Where a report has been made to the police, the school will consult the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers.
- They will also discuss the best way to protect the victim and their anonymity.
- Where there is a criminal investigation, we will work closely with the relevant agencies to support all children involved (especially potential witnesses).
- Where required, advice from the police will be sought in order to assist the process. Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, we will work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.

The end of the criminal process:

If a child is convicted or receives a caution for a sexual offence, we will update our risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. Any conviction (even with legal anonymity re porting restrictions) is potentially going to generate interest among other pupils in the school.

Support for Children Affected by Sexual Abuse:

- Support for victims of sexual abuse is available from a variety of agencies. We will support the victim of sexual abuse to remain in school but if they are unable to do so we will enable them to continue their education elsewhere. This decision will be made only at the request of the child and their family.
- If they are moved, we will ensure the new school is aware of the ongoing support they may need. The DSL will support this move.
- Where a criminal investigation into sexual abuse leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion
- Online Behaviour: Many forms of Child on Child abuse have an element of online behaviour including behaviours such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour also link closely to our Child Protection and Safeguarding Policy.
- Physical abuse: While a clear focus of Child on Child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police. 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 to be undertaken.
- The principles from the anti-bullying section of the policy will be applied in these cases, with recognition that any police investigation will need to take priority.

Prevention:

This will include training all Governors, Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of child-on-child abuse, and how to prevent, identify and respond to it.

This includes:

- Contextual Safeguarding
- The identification and classification of specific behaviours.
- The importance of taking seriously all forms of child-on-child abuse (no matter how low level they may appear)
- Educating children about the nature and prevalence of bullying through PSHE and the wider curriculum.
- The PSHE curriculum gives children the knowledge and understanding needed to respect boundaries, understand the differences between right and wrong. Identify trusted adults who they can talk with and gain support from.
- NSPCC- PANTS forms part of the PSHE curriculum along with NSPCC lead assemblies.

They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of child-on-child abuse.

Engaging parents on this issue by:

Talking about it with parents, both in groups and one to one.

Asking parents what they perceive to be the risks facing their child and how they would like to see the School address those risks.

Encouraging parents to hold the School to account on this issue.

Teachers and Support Staff Responsibilities:

Ensuring that all child-on-child abuse issues are fed back to the School's safeguarding lead so that they can spot and address any concerning trends and identify pupils who maybe in need of additional support.

Multi-Agency working:

Develop a good awareness and understanding of the different referral pathways that operate in its local area, as well as the preventative and support services which exist.

Ensure that our pupils can access the range of services and support they need quickly.

Support and help inform our local community.



Fulwood St Peter's Primary School

Child Friendly Child on child Abuse Policy

by the School Council February 2022



Feeling safe and happy at Fulwood St. Peter's C.E. Primary School.

Unlocking Potential

**In Christ are hidden all the treasures of wisdom and knowledge. Colossians 2:3
with the keys of Respect, Compassion, Kindness, Courage, Forgiveness and
Love**

It is our aim to make sure that you feel looked after, you feel safe and are happy whilst you at Fulwood St. Peter's. At times we do not know if something bad is happening, so we need you to tell us. This policy looks at child on child abuse and what you can do if you think you are being abused or if you think this is happening to someone you know.

Your teachers can help you by teaching you

what child on child abuse is

teaching you what to do if you feel this is happening to you or someone you know.

By making sure you know that there are grown – ups that you can talk to if you are worried.

By making sure PSHE journals are read, time for talking is in place and worry monsters are in class.

What is child on child abuse?

This is someone who might be your friend, a child at school, or another child you may know outside of school like at clubs that you go to afterschool or on a weekend. Abuse is something which can be physical like hitting and pushing, or emotionally hurts another person by using behaviour like name calling, or a way which is meant to scare, hurt or upset that person. Sometimes, it can be hard to know when abuse is happening, because not all abuse will hurt, scare or upset you, and you might not know it is happening. It's really important you know when you are being abused so we can make sure it stops. There are lots of different types of abuse. It is important you know what these types of abuse are so you know what to do if you see them.



Bullying is a form abuse

Bullying: Did you know there are lots of different types of bullying and isn't just hitting or kicking another person. It can be done through another person, or by one person sending another person to say hurtful things to them.

Emotional bullying: is hurting someone's feelings, you might leave them out of a game or friendship group, you might be shouted at and bossed about.

Physical bullying; is punching, kicking, spitting, hitting or pushing someone.

Verbal bullying: is about teasing someone, calling them names or using rude hand signs.

Racist bullying: means bullying someone because of their skin colour, race or what they believe in.

Homophobic bullying: means bullying someone because of their gender or sexuality; calling someone gay or lesbian to hurt their feelings would be homophobic.

Sexist bullying: means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying: can be sending horrid messages over the internet or by text message.

Unhealthy behaviours and harassment

This can happen online, on social media, through messages and face-to-face. It might make a person feel scared, embarrassed, nervous, anxious or upset.

This could happen by making:

Rude personal comments: such as saying something rude or making sexual comments about the appearance of someone's clothes or about the way they look in their clothes.

Being physical, like touching which makes you feel uncomfortable, by messing with your clothes, showing pictures or drawing images that are of a rude.

Online harassment: Like sharing sexual pictures and creating videos and posting them on social media sites.



LEARN PANTOSAURUS' FIVE EASY RULES FOR STAYING SAFE

P RIVATES ARE PRIVATE

Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to. But they should always explain why, and ask you if it's OK first. Remember, what's in your pants belongs only to you.



A LWAYS REMEMBER YOUR BODY BELONGS TO YOU

No one should ever make you do things that make you feel embarrassed or uncomfortable. If someone asks to see or tries to touch you underneath your underwear say 'NO' – and tell someone you trust and like to speak to.



N O MEANS NO

You always have the right to say 'no' – even to a family member or someone you love. You're in control of your body and the most important thing is how YOU feel. If you want to say 'No', it's your choice.



T ALK ABOUT SECRETS THAT UPSET YOU

There are good secrets and bad secrets. If a secret makes you feel sad or worried, it's bad – and you should tell an adult you trust about it straight away.



S PEAK UP, SOMEONE CAN HELP

It's always good to talk about stuff that makes you upset. If you're worried, go and tell a grown up you trust – like a family member, teacher or one of your friend's parents. They'll say well done for speaking out and help make everything OK. You can also call Childline on 0800 1111 and someone will always be there to listen.



Remember all of these rules and they'll help you stay safe, just like Pantosaurus



Sexting

This is sending inappropriate pictures, videos or messages – they can sometimes be called ‘nude pics’, ‘rude pics’ or ‘nude selfies’, but can also be rude messages. It is illegal to have these kind of pictures or videos of a person if they are under 18 years of age.

Relationships

A good relationship should make you feel:

Comfortable with the person

You can be honest and share trust with the person

You can discuss what you are feeling, thinking and can listen to the other person.

You can be equal to the person and you feel looked after.



Bad relationships may make you feel uncomfortable:

The person might push you, hit you or destroy your things.

You may feel scared, threatened the person may call you names

The person may get angry with you.

They might call you names, hurt you or boss you about.

the person might pressure you to do things you don't want to or aren't ready for, like sex, or using drugs and alcohol.

Signs to look out for:

It is important that we know the signs of abuse so we can help our friends. These are some of the signs, there will be other signs and these signs are not always about abuse either.

Some signs might be:

Not attending school.

Feeling sad and down, feeling like they can't cope with normal things.

Getting headaches, stomach ache, feeling sick, not wanting to eat.

Getting angry quickly and being unkind to others.

What do I do if someone else is being abused?

If you see someone else being abused, it is important that you help that person.

If you can, and it is safe to do so, tell the person abusing you to stop, but never get angry or hit them.

Tell a trusted adult, such as a teacher, as soon as you've seen someone being abused. It is the adult's job to help stop the abuse and make you feel happy again. You should never feel scared to speak to a trusted adult.

If you are worried about your friend, it is really important that you help them by speaking to a trusted adult about your worries.

What do I do if I am being abused?

The first thing you should do is tell someone you trust. This could be a family member, a friend or a teacher.

You can also tell the person abusing you to leave you alone. If telling them to leave you alone would make you feel too scared or worried that they might hurt you, make sure you tell someone so they can help.

Always remember that if you are being abused, it is not your fault and you are never alone. You shouldn't be scared to talk to someone if you are being abused. If you talk to a trusted adult, we can make the abuse stop.

Who can I talk to?

It is important you tell someone as soon as you are being abused, or you notice someone else being abused. Speaking to someone you trust will mean that they can make sure the abuse stops and doesn't happen again.

In school all adults are trained to be supportive and listen to your worries.

Speak to trusted adults outside of school, these may include club leaders, family members or friends.

How can I help stop abuse from happening?

In school we can help stop abuse by giving children the tools to equip them to be able to identify the different types of abuse. By ensuring all children know who they can turn to for support.

Pupils can:

Make sure we understand how we should act towards each other.

Helping others when they are in need.

Be kind, friendly and respectful to others.

Think about people's feelings before we say or do something.

Take part in school activities, like assemblies, PSHE lessons and circle time, which talk about child on child abuse.

Talk to someone when we are worried. You should know that abuse is never **OK** and it is serious. It is not funny or part of growing up.

Other places I can get help.



Keeping ourselves safe in school and at home.

Have you ever felt like this?

Something online has made you feel uncomfortable or upset.

You have been called names or excluded from a game because of your gender, race or friendship groups.



Someone has hurt you physically or emotionally.

Received unkind words and comments on social media.



Remember at St Peter's, we can help you.

You need to...

Try not to be too scared to talk about your feelings

Tell a trusted adult- in school you can talk to all adults

You can tell your sports coaches and club leaders outside of school

You can talk to your family and friends

You can write down in your PSHE journal

On our website there is the NSPCC Childline page go to Children > Internet Safety

You can draw a picture and share with the adults

You can use the worry monsters in the classroom

The trusted adult will listen to you and find you the help you need.

You can use the NSPCC number 0800 1111

