



Behaviour Policy

(Including Anti- Bullying, Anti- Racism, Child on Child Abuse and Exclusion, Searching, Screening & Confiscation Policy as Appendix)

Ratified by Governors: September 2026

Review: September 2028

Aims of this Policy

- To state the roles and responsibilities of all adults when managing children's behaviour.
- To state the procedures in place for reporting incidents of negative behavior including racism and bullying.
- To state the procedures in place for rewarding and sustaining good behavior.
- To outline all the facets of how positive behavior is encouraged, supported, and sustained.

Our School

At Herrick we share and support all British values with 'mutual respect' and 'individual liberty' central to our motto of, 'to give each and everyone a chance'. These are the core values, which we promote as a staff in a positive and progressive manner to the children of our school.

The Herrick Values

We regard each and every child who comes to our school as unique and special. To help and guide the children in the development of their personalities we have determined a 'Herrick Values' which focuses on the following aspects:

- **Ambition** - We always try our best, challenge ourselves and feel excited to learn new things every day.
- **Empathy** - We care about how others feel, listen to them and always help someone in need.
- **Integrity** - We choose to be honest and do the right thing, even when no one is watching us.
- **Resilience** - We never give up when things get tricky, but instead we keep trying and learn from our mistakes.

The definitions of the Herrick Values we have made 'child-friendly' to ensure that they are easily understood by all our children.

As a staff, we emphasise these Herrick Values in our conversations with the children, especially in the classroom and in the playground, as we believe this promotes an environment conducive to the learning we wish to provide for our children.

Focusing on the children

In every classroom there is a red box for children to leave notes, with just their initials, for the teacher to pick up. We regularly remind all our children regularly of the purpose of the red box and encourage them to use whenever they wish to raise a concern or share how they are feeling.

All staff are made aware of current safeguarding initiatives. We are a school that promotes a culture of vigilance and hold the belief that issues related to safeguarding are 'happening'.

The 'Jigsaw' programme is a PSHE scheme, which supports understanding and reflection on concepts linked to:

- Being Me in My World
- Celebrating Difference
- Dreams & Goals
- Healthy Me
- Relationships
- Changing Me

Herrick Management Team

The Herrick Management Team is a select group of children who have an influential and important role within our school. Comprised of the School Council (1 representative per class from Year 1 to Year 6) and the Red Hats (playground helpers), they work to help support the positive behavior management of all the children in our school. Each group meets with the Miss Beth Phipps.

The School Council:

The School Council discuss current school issues and share ideas and thoughts as representatives of their classes. This may include decision making for deciding types of sanctions that should be given for incidents of inappropriate behavior, organizing and conducting school surveys / competitions, suggesting ways to improve the school environment, and evaluating classroom displays and the wider school environment.

Red Hats:

The Red Hats assist in the playground during lunchtimes and in the classrooms during wet play. They are organized and supervised by the Dining Supervisors. Duties may include setting up playground equipment, ensuring everyone has a playground buddy, setting up and playing games with the younger children, monitoring the corridor and dining hall.

Every new child to Herrick is assigned a buddy from his/her year group to play with at playtime as a way of ensuring everyone feels welcomed and no one is left out of games or activities. They meet with the Assistant Headteacher at the end of lunchtime to report any incidents and to discuss behavior in the playground and any incidents that may have occurred.

School Rules

All pupils are expected to follow our school rules to help us to have a calm and well behaved school. Our rules are intended to promote the ethos of our core values as a school and serve to provide a framework for all pupils to support positive outcomes for all aspects of their education.

Our agreed school rules are as follows –

- Always try your best
- Take care of each other
- Be honest and respectful
- Look after the school
- Listen carefully
- Follow instructions

Responsibilities:

- To be accountable for your actions
- To work to the best of your ability
- Come to school every day and on time
- Are prepared for your learning by bringing the things that you need into school and doing your homework
- Behave sensibly both inside and outside of the classroom

Rights:

- To enjoy and contribute to the school
- To be treated equally
- To speak without fear
- To have the freedom to learn

De-escalation and Non-Confrontational Approach:

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's mission and key principles.

A Non-Confrontational Approach

How can I help? There is no one right or wrong way of responding. However, with trial and error it usually is possible to learn which approach tends to work best for an individual in a particular situation. The following ABC guidelines should help.

Step 1. Think 'Why'

Why might this be happening. For example, a child with specific learning difficulties or language delay may have difficulties understanding concepts and remembering what they have been told. They may find it hard to control their feeling and behaviour in a certain period of the day for example during transition

Step 2. Think ABC

Avoid confrontation Confronting the child with their mistakes is unlikely to help. It creates a negative atmosphere for no benefit. A neutral approach can help keep the peace. This involves giving a non-committal response to mistakes, for example “Oh really” or “I don’t know” rather than using lengthy arguments, discussion or correction. It is important though not actively to mislead the person by giving wrong information.

Be practical It sometimes is possible to anticipate situations that cause problems and to avoid them. When a problem does arise, there may be something practical you can do to ease the situation.

Clarify the feelings and comfort If the person is anxious or upset clarifying their feelings and showing you care may help. “You seem worried. Can I help?” “I can see you’re frustrated. It’s very difficult at the moment, isn’t it?”.

These de-escalations techniques;

- **Communication/verbal advice and support**- Early intervention needs to be clear, positive and non-confrontational. If students are spoken to in the mode of ‘critical parent’, a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be nonthreatening, calm and assured. Staff should seek to support a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **Belonging** - for student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. Reject the behaviour not the person by showing that you care despite the difficulties
- **Distraction/redirection** – divert the student’s attention from a potentially inflammatory situation to something in which he/she has an interest
- **Reassurance** – support, comfort and encourage a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **Planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment
- **Time out** – rooms have been made available to allow student ‘space’ 1:1; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience. Outside space can also be utilised e.g. school field.
- **Withdrawal**– which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in an available Quiet Room or an outside space.
- **Humour**– possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student
- **Calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations

- Negotiation/being objective – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity intact as well as that of the staff member(s) involved
- Transfer adult – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of the situation may diffuse the issue. This should be done leaving enough staff to control the situation.
- Success reminder – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good
- Support through daily routine – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours

Physical intervention

Pupils will, occasionally make choices that compromise the safety of themselves and others or cause significant damage to the school building or public/private property. At such time it may be necessary to use Team-Teach positive handling techniques.

These are the only techniques that will be used and should be used as a last resort when all of the above strategies have been exhausted, or a situation has developed rapidly which demands immediate physical intervention. Staff members will judge when this is a necessary intervention and will be responded to using a method that is that is appropriate, reasonable and proportionate whilst limiting the risks to those concerned. Each episode will have one of the following features:

- The pupil concerned will be at risk of harm or of harming others.
- The pupil is causing extreme disruption or making it impossible for the school to operate effectively.
- Staff deem that the pupil's behaviour is likely to escalate to a point where they and others may be at risk of harm.
- The pupil is likely to commit a criminal offence.

The aim of all staff at Herrick Primary School is to provide an environment that is safe and secure and through a 'whole school approach' to behaviour, be able to minimise the need for Positive Handling. A member of CLT will always be available to support onsite.

Physical Intervention data is recorded and stored on CPOMS. CLT regularly review physical intervention data throughout the academic year to actively develop strategies/interventions to reduce all physical interventions.

Appendix

2 Reflection sheets for Early Years& KS1 and KS2

Behaviour in the playground / playtimes

There are 3 playgrounds – Early Years - KS1 – KS2.

The Deputy Headteacher and Lunchtime Supervisors support all aspects of behaviour in the school playgrounds. This includes working with children experiencing difficulties in behaving appropriately,

organizing and running activities for children, and collating all records of reported behaviour incidents that have occurred.

Morning playtime is monitored by 2 teachers and a teaching assistants in KS2, and by a teacher and two teaching assistants in KS1, 1 teacher and 2 teaching assistants in Reception.

Lunchtime is monitored by the Lunchtime Supervisors and/or Headteacher / Deputy Headteacher.

Lunchtime Supervisors meet on the first Monday of each month with the Deputy Headteacher to discuss behaviour in the playgrounds.

As a school we have established a set of playground rules:

- At the end of play time when the whistle blows all children to stand still
- We always use positive language and speak politely at all times
- Play in safe, specified areas
- Ask a member of Red Hats team should you need any help with anything

End of playtime procedures:

Morning Playtime:

KS1 children – The teacher on duty will call each class to line up.

KS2 children – The teacher on duty will call each class to line up.

Behaviour in the playground is monitored by the teacher and teaching assistant/s present during the morning playtimes (10.20 – 10.40 KS1) (10.20 – 10.40 Y3/4) (10.50 – 11.10 Y5/6)

Lunchtime Playtime:

KS1 children – At 1:10 pm, the teacher on whistle duty will blow the whistle to signal the end of lunchtime, and children will tidy away the equipment. The teacher on duty will then call each class to line up. As Year 3 children have their lunchtime in the KS1 playground, lunchtime supervisors will take them to the KS2 playground at 1:10 pm.

KS2 children – At 1:10 pm, the teacher on whistle duty will blow the whistle to signal the end of lunchtime, and children will tidy away the equipment. The teacher on duty will then call each class to line up.

Lunchtime on the field:

During the summer term, weather permitting, the whole school will use the field for lunchtime. For KS1 and KS2 the same activities that the children would be doing in the playground are done on the field, with the addition of there being additional opportunities for children to play balls games such as football at this time as well.

The playtime is supervised by the same personnel as would be on the playgrounds.

Behaviour in the classroom

Our Behaviour Protocols and Sanction Guidance are discussed and agreed upon by all children in their respective classes.

All class teachers follow the same procedures for reporting incidents of negative behaviour (*Refer to Appendix 1*) and if necessary, the child is given a Monitoring Report Card for up to 2 weeks.

Parents are informed and invited to come into school to discuss their child's behaviour.

The reporting of incidents

In the classroom – inappropriate language, incidents, or any behavior which contravenes the school or classroom rules is recorded on the behaviour log (Excel document). The Headteacher/Deputy Headteacher will monitor the behaviour log. All Sanction 2, 3 and 4s will be recorded on CPOMS by the class teacher. The Headteacher /Deputy Headteacher will contact parents and inform the parents of the sanction. The Headteacher/Deputy Headteacher will complete the action on CPOMS.

In the playground– inappropriate language, incidents, or any behaviour which contravenes school and/or playground rules can be recorded by any supervising adult in the playground. Dining supervisors report incidents to Headteacher/ Deputy Headteacher when they occur.

Incidents requiring medical attention– children are taken to the First Aid Room. First Aid is administered by a qualified member of staff. A completed medical slip is always provided to the child after medical attention has been administered. For injuries to the face and/or head, or if the child is in severe pain, has a temperature, or has been sick in school, a courtesy phone call is made to the parents either to inform them of the situation or to ask them to collect their child.

The follow-up to the reporting of incidents

In the case of incidents that require urgent addressing, the Headteacher/Deputy Headteacher will meet immediately. Each incident and child is treated separately and appropriate follow-up action is discussed and agreed upon. This may include contacting the parents immediately to arrange a meeting with the Headteacher or Deputy Headteacher in the most serious cases, placing the child on a Monitoring Report for a period of time, speaking to the child about the incident, and/or working with the child in class or outside of class.

Sanctions for misconduct / inappropriate behavior

Monitoring Reports:

A child may be placed on a Monitoring Report by any senior member of staff. The reasons for placing a child on report will be always be in relation to the child behaving inappropriately. Incidents of theft, destruction of school property, physical violence, abuse, racism, bullying, may give cause for the child to be placed on report in addition to other sanctions being imposed.

The length of time the child is placed on report can be 3 days, one week or two weeks depending on the reason and/or circumstances of the incident and/or child. Parents will be informed about why their child has been placed on a monitoring report.

The monitoring report is completed for each lesson and playtime for each day that the child is on report. At the end of the monitoring period, the class teacher comments on the progress made during the monitoring time and the child completes the 'self-reflection' sheet with the Deputy Head.

An exclusion may be authorised for the child if it is deemed appropriate to do so. Please refer to our Exclusions Policy (*Appendix D*) for the reasons for exclusion. Involvement and support from the SEMH team will be discussed with parents/carers.

Classroom: Please refer to the above section 'Behaviour in the Classroom' for the sanctions procedures.

Playground: Minor incidents are dealt with by supervising staff at the time. Children may be reminded of what appropriate behaviour should be, asked to apologise for their actions, or be given a 'time-out' for five minutes before re-joining the playtime.

All incidents which are reported are dealt with by Senior / Phase leaders and the details will be recorded on CPOMS.

Bullying

We believe that all pupils and adults within the Herrick Community have the right to develop their learning, skills and knowledge in a safe and supportive environment free from prejudice or discrimination of any kind. (*Refer to Anti-Bullying Policy – Appendix 1*)

Racism

Herrick Primary School is a diverse school, which aims to fully develop the intellectual, social, creative and spiritual growth of children. We believe that such aims can best be nurtured in a supportive and happy atmosphere in which concern for each other is a keynote. We practice equal opportunities and will not allow any form of racial or religious intolerance.

We value all our children with their families and the historical, culture, and religious diversity that they bring to school community to share each other's rich heritage. We hope that, by pursuing these aims, we shall enable our children to play a full part in our multi-ethnic society.

We want Herrick to be a happy place for all children. This means ensuring that they are never subject to remarks or threats made because of their colour or background.

(*Refer to Anti - Racism Policy - Appendix*)

Child on Child Abuse

Herrick Primary School takes Child on Child abuse, Sexual violence and harassment very seriously and understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers.

In our school this kind of abuse will always be taken as seriously as abuse perpetrated by an adult and as a child who is suffering or likely to suffer significant harm. (*Refer to Child on Child Abuse Policy - Appendix 3 and KCSIE Part 5*)

The Behavior Policy, including the sanctions and procedures for reporting and monitoring of incidents, will be reviewed annually.

Behaviour Protocols and Sanction Guidance for Reception

<i>Behaviours to promote and embed</i>			<u>Actions taken to support behaviour</u>
<u>Herrick Values</u> Ambition Empathy Integrity Resilience <u>British Values</u> Democracy Mutual respect and tolerance Individual liberty The rule of law			- Star Award - Bronze, Silver & Gold Certificates - Positive Praise - Stickers / Prizes - Dojos
<u>Sanctions for Reception</u>	<u>Behaviours that are relevant for sanctions</u>	<u>Supporting children to reflect</u>	<u>Sanctions to be taken</u>
S1	If a child is not: - Showing respect to the environment - Showing respect to equipment that they are playing with - Sharing/ turn taking - Using kind words - Working collaboratively	Teacher to explain to the child why the S1 has been given Teacher to make sure that the child is clear about the expectations for behaviour	Two warnings must be given before an S1 is given Teacher to note the sanction on the class behaviour log Teacher to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations
S2	Continuation the behaviours from S1.	Teacher to explain to the child why the S2 has been given Teacher to make sure that the child is clear about the expectations for behaviour	Teacher to note the sanction on the class behaviour log Teacher to inform deputy headteacher Record on CPOMS Teacher to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations Class teacher to inform parents/carers. Discuss the behaviour, the concerns and the steps that have been taken to support the child
S3	If the child finds it hard to improve their behaviour, then the teacher will ask the child to work with an adult for 10- 15 minutes. During this time, this adult will encourage the child to reflect on their behaviour and how they could improve it.	DHT to explain to the child why the S3 has been given DHT to make sure that the child is clear about the expectations for behaviour	Teacher to note the sanction on the class behaviour log Teacher to inform DHT. DHT to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations Record on CPOMS DHT to contact parents/carers to discuss the behaviour, the concerns and the steps that have been taken to support the child
S4	- Violence - Vandalism - Unwanted physical contact - Swearing/threatening behaviour	DHT / HT to explain to the child why the S4 has been given DHT / HT to make sure that the child is clear about the expectations for behaviour	Teacher to note the sanction on the class behaviour log Teacher to inform DHT / HT Record on CPOMS DHT / HT to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations Parents to be invited into school to meet with DHT / HT to discuss the behaviour, the concerns and the steps that have been taken to support the child.

Behaviour Protocols and Sanction Guidance for KS1 & KS2

Behaviours to promote and embed			Actions taken to support behaviour
<u>Herrick Values</u> Ambition Empathy Integrity Resilience <u>British Values</u> Democracy Mutual respect and tolerance Individual liberty The rule of law			- Positive Praise - Dojos - Stickers - Star Award - Bronze, Silver & Gold Certificates
Sanctions for KS1 & KS2	Behaviours that are relevant for sanctions	Supporting children to reflect	Sanctions to be taken
S1	Showing disrespect through talking over someone (not recognising or valuing others through speaking rudely – low level name calling) Movement or actions that disrupt the working environment of others (continued disturbance – leading to learning for all being affected) Deliberately ignoring teacher instructions without valid explanation (refusing to work, demonstrating insolence, purposely spoiling the work/efforts of individuals or groups) Repeated forgetting of learning materials, such as PE kit, musical instruments, homework etc. (continually disregarding reminders/notes home)	Are they showing respect/empathy for others? Are they aware they are preventing others from learning? Are they developing a good learning attitude? Are they making the right choices? Are they able to work independently?	Two warnings must be given before an S1 is given Teacher to note the sanction on the class behaviour log Teacher to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations
S2	Continuation of the behaviours from S1. Showing disrespect through talking over someone (not recognising or valuing others through speaking rudely – low level name calling) Movement or actions that disrupt the working environment of others (continued disturbance – leading to learning for all being affected) Deliberately ignoring teacher instructions without valid explanation (refusing to work, demonstrating insolence, purposely spoiling the work/efforts of individuals or groups) Repeated forgetting of learning materials, such as PE kit, musical instruments, homework etc. (continually disregarding reminders/notes home)	Are they aware of mutual respect and tolerance? Are they aware of the 'rule of law'?	Teacher to note the sanction on the class behaviour log S2 = one missed break time Teacher to inform deputy headteacher Record on CPOMS Teacher to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations Class teacher to inform parents/carers. Discuss the behaviour, the concerns and the steps that have been taken to support the child
S3	Being absent from class without gaining permission (placing oneself or others in harm's way – actions impacting on members of the class and the teacher – collecting coats and bags/ equipment outside of the class/lunchboxes etc.) Choosing to waste learning time through inappropriate choices (wasteful use of resources, damaging equipment or property-small items, actions which reflect poor decision making) Use of inappropriate language/behaviour that is perceived as hurtful or disrespectful to others (low level incidents such as; talking back, body language, sulking etc.) Not taking responsibility for learning resources (irresponsible behaviour leading to damage of iPad, PE equipment etc.)		Teacher to note the sanction on the class behaviour log S3 = one missed break time and one missed lunchtime Teacher to inform DHT. DHT to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations Record on CPOMS DHT to contact parents/carers to discuss the behaviour, the concerns and the steps that have been taken to support the child

S4	• Racism • Unwanted physical contact • Swearing/threatening behaviour • Extremist language/behaviours • Cyberbullying • Homophobic language • Violence • Vandalism		Teacher to note the sanction on the class behaviour log S4 = three missed break times and three missed lunchtimes Teacher to inform AHT / HT Record on CPOMS DHT / HT to have a conversation with the child linked to the Herrick Values in order to reinforce positive behaviours and the expectations Parents to be invited into school to meet with DHT / HT to discuss the behaviour, the concerns and the steps that have been taken to support the child Persistent behaviours will result in the child being placed on a 2-week Behaviour Monitoring Report.

Systems to encourage Positive Behaviours

Celebration Assembly

A celebration assembly will be held each week where children's achievements will be recognised.

Early Years Reward System

EYFS have a reward system which is tailored to suit the age of the children in this part of the school.

10 stamps - bronze certificate

20 stamps – silver certificate

30 stamps - gold certificate

50 stamps – the children receive a small prize

Class Dojo

KS1 and KS2 use Class Dojo as their reward system in order to encourage and reward positive behaviour. On this platform, children will be able to electronically record their rewards using their personal avatar.

Dojos will be awarded for demonstrating any positive aspect of academic achievement, effort, politeness or kindness as well as the Herrick Character (ERICC) and Learning Attitudes.

Dojos can be awarded by ALL staff.

A child who collects 50 dojos will receive a Bronze Certificate which will be awarded to them in our weekly celebration assembly.

A child who collects 100 dojos will receive a Silver Certificate which will be awarded to them in our weekly celebration assembly.

A child who collects 150 dojos will receive a Gold Certificate which will be awarded to them in our weekly celebration assembly.

Star Award

One child from every class will be chosen each week to receive the Star Award certificate. These will be given out during the weekly celebration assembly.

The Star Award will be awarded for demonstrating any positive aspect of academic achievement, effort, politeness or kindness as well as the Herrick Character (ERICC) and Learning Attitudes.

Attendance Trophy

Every week, the class with the highest attendance will be awarded the attendance trophy. This will be kept in the winning class until the next week's celebration assembly.

The classes with the second and third highest attendance will also be acknowledged during celebration assemblies.

Appendix 1

Anti-Bullying Policy Ratified by Governors: September 2026 Review: September 2028

Our vision at Herrick Primary School is to have high standards of teaching and learning which challenge our pupils to achieve. Our anti-bullying policy supports this ideal by:

- Promoting respect and tolerance for each other and the school
- Helping pupils towards an understanding of what is right and wrong
- Supporting everyone in forming good relationships with adults and peers.

We believe that students should be fully involved in the writing, implementation, monitoring and review of an anti-bullying policy.

We believe in tackling incidents of bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying.

Definition of terms

What is bullying?

Herrick Primary School adopts the following definition of bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, apps or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Source: Preventing and tackling bullying — advice for headteachers, staff and governing bodies, DfE, 2017.

Bullying is the use of aggression with the intention of hurting another person, resulting in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms — both physical and non-physical, either in combination or in isolation.

Herrick Primary School will not tolerate any forms of prejudice, including verbal comments and harmful attitudes related to sexuality, sex and gender identity.

Bullying can be:

Emotional e.g. being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), being bossed, hurting people's feelings, being nasty, unfriendly, mean, blackmailing

Physical e.g. pushing, kicking, hitting, punching or any use of violence, pushing people around

Racist e.g. racial taunts, graffiti, gestures

Sexual e.g. unwanted physical contact or sexually abusive comments

Homophobic e.g. associated with or focused on the issue of sexuality

Verbal e.g. name-calling, sarcasm, spreading rumours, teasing, being cheeky

Cyber e.g. abusive or upsetting content sent by email, text, or through a social network, app, game or third party; this includes the pressuring of a pupil to make or share nudes or semi-nudes (including AI-generated or digitally altered images)

Material e.g. repeatedly damaging belongings, extortion

The DfE's 'Behaviour in Schools' guidance (February 2024) makes clear that online bullying, including inappropriate language and the making or sharing of nudes or semi-nudes, should be addressed in accordance with the same principles as offline behaviour. Any incident involving the making or sharing of nudes or semi-nudes of a child, or sexual violence or harassment, must always be referred immediately to the Designated Safeguarding Lead and treated in line with the school's Child-on-Child Abuse Policy.

Bullying can also be directed towards those with a disability, or special educational need, those of a certain faith or religious belief, and LGBTQ+ pupils.

KCSIE 2026 places a strengthened emphasis on misogyny and misogynistic content, including online, as a driver of sexist and sexual bullying and harassment between children. Staff should challenge misogynistic language and attitudes wherever they arise, in the same way as other forms of prejudice-based bullying.

Other concerns, that might not necessarily easily fit into these headings, will nevertheless be taken seriously, e.g. being picked on, or taking advantage of another person.

The school is aware that it is a possibility the bully may be an adult, and will follow the school Safeguarding policy/ Child Protection procedures where this is the case.

KCSIE 2026 confirms that bullying between pupils is a form of child-on-child abuse, and should be responded to using the same principles of listening to the child's voice, recording, and safeguarding response set out in the school's Child-on-Child Abuse Policy.

As a school we also define bullying as an action perceived as:

S.T.O.P. — Several Times On Purpose.

We expect that children will: S.T.O.P. — Start Telling Other People.

Aims and Objectives

The aim of our anti-bullying policy is to:

- Clarify for students and staff what bullying is and that it is always unacceptable
- Explain to staff, students and the school community why bullying and harassment occur and their impact on individuals and the school as a whole
- Provide a secure, stimulating, positive, mutually respectful & inclusive environment

As a school we:

- Involve the Herrick Management Team in any planning, discussion and dissemination of any work related to anti-bullying
- Have in place an anti-bullying support system. Victims or pupils/staff who are aware of bullying can report incidents to any member of staff, who will then report the incident to the Anti-Bullying Champion. They will then work with the victim and the perpetrator to recognise what has happened and then help them, through a variety of means (e.g. counselling), to ensure all parties can agree a resolution to the issue.

- Regularly monitor and review the policy to ensure it is up to date and relevant to our school community. This is done by the Senior Management of the school, through consultation with the Herrick Management Team, at least once a term.

Practice and Procedures

What do we do to prevent bullying?

Everyone involved in the life of the school must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour (but not the pupil or student), and by being clear across the school that we follow school rules as follows:

Herrick Primary School Rules

- Always try your best
- Take care of each other
- Be honest and respectful
- Look after the school
- Listen carefully
- Follow instructions

All members of the school community are expected to report incidents of bullying. On entering the school, each new pupil is allocated a special friend in their class.

1. Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the closest knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. Staff share a collective responsibility to adhere to the anti-bullying policy, put in place, and to follow the appropriate procedures for reporting and recording any incidents of bullying.

We expect staff will:

- Provide children with a framework of behaviour including class rules which supports an up-to-date whole school policy
- Emphasise and behave in a respectful and caring manner to students and colleagues, to set a good tone and help create a positive atmosphere
- Provide children with a good role model
- Raise awareness of bullying through assemblies, stories, role-play, discussion, peer support, School Council, PSHE/JIGSAW, RE
- All adults in school to understand that bullying can be perceived as S.T.O.P. — Several Times on Purpose; and can use S.T.O.P — Start Telling Other People as a form of informing
- Through the head teacher, keep the governing body well informed regarding issues concerning behaviour management
- Children will be knowledgeable of their rights and responsibilities from an early age and so this will become embedded into the children's ethos and philosophy of positive behaviour
- Promote anti-bullying philosophies through activities such as Anti-Bullying Week
- Provide activities/resources at playtime and lunchtime, supervising activities and encouraging positive behaviour

2. Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys school and is safe at school. This is done through:

- Supporting us in helping to meet our aims
- Feel confident that everything is being done to make sure their child is happy and safe at school
- Be informed about any aspect of their child's behaviour, both positive and negative, initially through the class teacher, though this can be through any member of Senior Management
- Be informed about who can be contacted at school about bullying and/or report any form of bullying that they feel is taking place or has taken place. Class teachers will inform parents of this.
- Should a parent become aware of any incident of bullying taking place within school, they have a responsibility to notify a member of staff with their concerns.

3. Governors

We expect that governors will:

- Support the Headteacher and the staff in the implementation of this policy

4. Children

We expect that children will:

- Support the Head teacher and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise (e.g. via School Council, etc.)
- Be involved in the monitoring and review of the policy
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place
- Contribute to surveys when asked

As a school we work to prevent bullying through a range of different means. These include having Phase and whole-school assemblies, consulting with the children in our Herrick Management Team, and through the teaching of the Jigsaw programme, which is taught to all groups as part of the PSHE curriculum.

Reacting to a specific incident

Recording

Incidents at playtime are reported to the lunchtime supervisors. This information on incidents is to be reported to the DHT/HT by each lunchtime supervisor.

A named person will be allocated to the incident. Where incidents are clearly identified as bullying, this must be reported to a senior member of staff (Headteacher/Deputy Headteacher/Phase leader). The named person will monitor and update staff as to the outcome for both parties involved in the incident.

Parents (of both the pupil displaying the bullying behaviour and the pupil bullied) are informed of what has happened, and how it has been dealt with. Records of discussions are to be filed on CPOMS.

Confidential Reporting of Incidents

All children in the school are aware of the Red box located in their class, where they can submit a confidential note informing the Anti-Bullying Champion (Mrs A Aydin) of an incident of bullying that has occurred towards them. Teachers will check the boxes regularly and inform Mrs Aydin, who will follow up on any reported incidents.

Children can report to any adult if they feel they are being bullied. This information will then be passed to Mrs Aydin, who will then follow the appropriate course of action.

Dealing with an Incident

Whenever a bullying incident is reported, the school will go through a number of prearranged steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

1. The school community need to be aware that when a bullying incident has come to the attention of adults in the school, it has been taken seriously and action has resulted.

- A child will be able to tell any member of the school community about any type of bullying that they feel has happened either to themselves or as a witness to an incident.

2. School expects to support all involved by:

- Having a named person that will monitor the incidents of bullying in school (Mrs Aydin)
- Talking through the incident with all parties involved
- Helping both parties to express their feelings
- Talking about which rule(s) has/have been broken
- Discussing strategies for making amends with the pupil causing the bullying and the pupil being bullied, ensuring that agreements are sustained

3. Nevertheless, sanctions may include:

- Missing break or another activity — Behaviour Protocols and Sanction Guidance
- Formal letter home from the Headteacher expressing concerns, where the pattern of behaviour continues
- Meeting with staff, parent and child
- Pastoral Support Plan
- Suspension
- Permanent exclusion

4. Parents (of both pupil causing the bullying and person bullied)

- Are informed of what has happened, and how it has been dealt with
- Records of these discussions to be noted and filed
- Failing face-to-face discussion, parents/carers will be informed of any incidents by letter

5. Child Protection procedures

- Will always be followed when concerns arise (refer to Safeguarding Policy)

6. Witnesses

- The role of witnesses and bystanders is valued in order to validate what has taken place from impartial points of view

7. Supporting the Victim

The school supports the victim in many ways through school policy, the use of the Red Hat system and the monitoring of children after an incident with TAs and lunchtime supervisors, who then communicate information along the chain of line management. This is communicated to the parents through the class teacher. All incidents are followed up as a matter of routine by Mrs Aydin or the Headteacher if necessary.

8. Supporting the Perpetrator

The school will support the perpetrator of the bullying through the following ways, as and when deemed appropriate for each individual pupil and dependent on the circumstances. These range from regular counselling with Mrs Aydin, a behaviour contract, working with the parents to promote positive behaviour in school.

The Anti-Bullying Champion

The Anti-Bullying Champion is Mrs A Aydin, whose role it is to promote the anti-bullying ethos of the school. She will hold twice-termly consultation meetings with the Herrick Management Team regarding bullying, reviewing the policy etc., and monitor the effectiveness of systems in place for reporting and resolving bullying in our school. She will also be involved in any meeting with parents regarding bullying.

The school council member may submit a form to say that they have received a bullying complaint.

With all forms of initial reporting, the incident is to be logged and then sent through the line management.

Recording of Incidents

Reported incidents of bullying can be recorded in the following ways:

- Teachers — who will then pass the information on to Mrs Aydin via CPOMS
- Lunchtime Supervisors — who will directly relay the information to Mrs Aydin by the end of their duties
- Red hat group — report verbally to Mrs Aydin

Mrs Aydin is responsible for coordinating the recording system and reviews all reported instances of bullying.

Monitoring

Trends and strategies are analysed through CPOMS reporting for inclusion in the Headteacher's reports to governors.

Careful monitoring and analysis provide us with a regular opportunity to link monitoring to action planning for the following school year.

Monitoring will also consider whether reported incidents disproportionately involve particular groups of pupils (for example on grounds of race, sex, disability, SEND, or sexual orientation), in line with the school's Public Sector Equality Duty under the Equality Act 2010, and any such trends will inform future action planning.

Policy Monitoring

- The Staff and School Council review the Policy
- Annual initiatives reported to Governors
- Liaison with parents
- Data from the monitoring and recording scheme on the SIMS system

Bullying and harassment directed at staff

The school recognises that staff, as well as pupils, can experience bullying or harassment – including from parents, carers or other adults connected with the school. The school will maintain clear, respectful communication routes for parents and carers to raise concerns with staff, and will follow a clear escalation route, involving the Headteacher and, where necessary, the Governing Body, to prevent and address bullying or harassment of staff.

Further information

This policy has regard to:

- DfE, 'Preventing and tackling bullying' (2017, current guidance)
- DfE, 'Behaviour in Schools: advice for headteachers and school staff' (February 2024)
- DfE, 'Preventing and tackling bullying and harassment of school staff' (2026)
- Keeping Children Safe in Education (KCSIE 2026)
- DfE, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (in force 26 July 2026)
- Education and Inspections Act 2006, section 89
- Equality Act 2010, including the Public Sector Equality Duty
- The school's Behaviour Policy, Child-on-Child Abuse Policy, Safeguarding and Child Protection Policy, and Online Safety Policy

Appendix 2

Anti-Racist Policy Ratified by Governors: September 2026 Review: September 2028

Herrick Primary School is a diverse school which aims to fully develop the intellectual, social, creative and spiritual growth of children. We believe that such aims can best be nurtured in a supportive and happy atmosphere in which concern for each other is a keynote. We practise equal opportunities and will not allow any form of racial or religious intolerance.

We value all our children with their families and the historical, cultural, and religious diversity that they bring to our school community, to share each other's rich heritage and delight in it. We hope that, by pursuing these aims, we shall enable our children to play a full part in our multi-ethnic society.

We want Herrick to be a happy place for all children. This means ensuring that they are never subject to remarks or threats made because of their colour or background.

We will not allow the following sort of behaviour:

- Attacks on other children for any reason.
- Name calling, insulting remarks, jokes that are based upon another person's colour, religion, culture or background.
- Writing racist remarks or symbols.
- Making threats against people because of their colour, religion, culture or background.

All these kinds of behaviour will be treated with extreme seriousness by all who work in our school community. All cases will be logged, referred and appropriate action will be taken.

In some instances, this may simply be a discussion as to why this is a wrong way to behave, and in other cases we feel that it may be necessary to impose sanctions until this behaviour has stopped.

In school cases, if the behaviour continues, we will call in the parents to discuss a child's behaviour, in order to increase an awareness of the cruelty involved in racist threats.

The victim of racial harassment will be offered support if necessary. Racist comments by any adults in the school will be referred to the Head and appropriate measures will be taken.

We want children and their parents to know we will not tolerate racist behaviour in our school. Governors will be kept informed of racist incidents and the actions taken to deal with them.

The school community will try to do all that it can to work closely with the organisations and groups that represent people of different religions, languages and cultures



Child-on-Child Abuse Policy

Ratified by Governors: September 2026

Review: September 2027

1. Context, Scope and Definitions

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Minimising the impact of certain behaviours created an environment that is accepting of unsafe behaviours and invalidated the victims' experiences, which can stop them from receiving support and impact them throughout their life — for example, dismissing sexual harassment as humour, an inevitable part of growing up, or excused as child exploration can lead to a culture of unacceptable behaviours, an unsafe environment for children, and in worst case scenarios a culture that normalises abuse leading to children not coming forward to report it, or blaming themselves for what has happened (KCSIE 2026 — Part Five).

Herrick Primary School staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Peer 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. KCSIE 2026 asks staff to understand harmful sexual behaviour (HSB) on a continuum, from behaviour that is developmentally expected through to behaviour that is highly abusive, so that responses are evidence-based and proportionate rather than treated as a single fixed category.

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
- the making or sharing of nudes and semi-nudes (including images that are AI-generated, digitally altered, or deepfakes); 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 — KCSIE 2026 places particular emphasis on misogyny and misogynistic online content as a driver of sexual harassment, sexual violence and child-on-child abuse

- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm
- Be indicative of concerns within the life of the child who perpetuates the behaviour, e.g. safeguarding concerns

Children or young people who harm others may have additional or complex needs, e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse, witnessing or suffering from abuse
- Educational under-achievement

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2026 states that:

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

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

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

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

At Herrick 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. We also understand that as staff, we must recognise when we are unable to make decisions that are beyond our capacity, and will ensure that the appropriate or external body is informed when necessary, e.g. local Police, SEMH services etc.

All members of staff — not only those working directly with children — are expected to read and understand Part One in full, alongside the new quick-reference ‘Part One: Overview for All Staff’ document, so that everyone operates to the same safeguarding standard.

3. 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 Herrick Primary School, we have the following policies in place that should be read in conjunction with this policy:

- Anti-Bullying including Online Bullying Policy
- Safeguarding and Child Protection Policy
- Managing Allegations / Low Level Concern/Whistleblowing Policy
- Behaviour Policy
- Health & Safety Policy

- Online Safety Policy, Statement and Procedures

4. Framework and Legislation

This policy is supported by the key principle of the Children's Act (1989) that the child's welfare is paramount. Another key document is *Working Together to Safeguard Children* (2018), which highlights that every assessment of a child 'must be informed by the views of the child' (WTTSC, 2018, 21). This is reiterated by *Keeping Children Safe in Education* (2026) through ensuring procedures are in place in schools that emphasise the importance of the child's voice.

KCSIE 2026 also references a new statutory duty to share information, introduced by the Children's Wellbeing and Schools Act 2026, which requires safeguarding organisations and practitioners to share information where it is relevant to safeguarding or promoting the welfare of a child. Staff should be confident to share information proportionately, on the basis of relevance and necessity, in order to safeguard children.

5. 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, even when a child is the perpetrator(s). Abuse should never be tolerated or mistaken as humour or 'a 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. Child-on-child abuse should be taken as seriously as abuse inflicted by adults and should be subjected to the same child protection procedures and dealt with the same severity.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence, harassment and assault; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the making or sharing of nudes and semi-nudes; and initiation/hazing type violence and rituals.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of websites, apps and technology — including generative AI — 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, including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator(s) 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 had 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 subjected to (or be at risk of) significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator(s) must address their needs along with any intervention strategy put in place.

6. Types of abuse

Herrick Primary School has a zero-tolerance policy towards abuse, sexual violence and harassment. It is never acceptable and will not be tolerated. 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.

6.1 Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

6.2 Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead. Refer to KCSIE 2026, Part Five, and Keeping children safe in education – GOV.UK.

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 or indecent exposure
- 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 humour, “part of growing up”, or “just having a laugh”; and
- challenging behaviours (potentially criminal in nature), such as physical assault. Dismissing or tolerating such behaviours risks normalising these behaviours
- 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.

KCSIE 2026 strengthens the guidance on misogyny, recognising the growing prevalence of misogynistic content online and the impact this can have on attitudes, sexual harassment, sexual violence and child-on-child abuse. Staff should challenge misogynistic language and attitudes

wherever they arise, and consider whether the curriculum, behaviour policy and reporting procedures adequately address these issues.

6.3 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 as bullying, the behaviour must be sought to harm, intimidate or coerce and includes:

- An Imbalance of Power: Young people who bully use their power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once; bullying enacted by a group of people towards a specific person is considered bullying even if each individual within the group acted only 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, religion, and may exclude someone from a group on purpose. Staff must be aware that bullying and discrimination against someone who has a protected characteristic is against the law (The Equality Act, 2010), and any discrimination or harassment founded on protected characteristics must be dealt with seriously and effectively.

6.4 Cyberbullying

Cyberbullying 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.

Cyberbullying 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 — including AI-generated or digitally altered images
- Stealing someone's online identity or gaining access to someone's accounts to send messages
- Spreading rumours online
- Trolling — sending someone menacing or upsetting messages in 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, or inflict harm upon others
- Pressuring children to send nude or semi-nude images, or engaging in sexual conversations
- Doxxing — when someone finds someone's personal information and can use it as blackmail

Parents and staff must be aware that there are many different forms of social media that are popular with young children; this can include online chat functions available on video games (i.e. XBOX Live), and that these online chat functions can leave children vulnerable to harassment and bullying from strangers.

6.5 Sharing nudes and semi-nudes

KCSIE 2026 and current NSPCC guidance replace the terms 'sexting' and 'indecent images' with 'nudes and semi-nudes'. This refers to the creation, sending or posting of nude or semi-nude images, videos and/or messages with sexually explicit content by a young person under the age of 18. This may include images taken by the young person or someone else, and now expressly includes digitally-altered images, including AI-generated or AI-modified ('nudified') images and deepfakes. These are often created and shared electronically and may be 'shared' via social networking sites and instant messaging services.

The making or sharing of nudes and semi-nudes by school aged pupils is always illegal. Even if the content was created by a child, both the child who created the images and the person who received them can be investigated. Non-consensual creation and sharing of explicit images, especially where the person depicted is being victimised, is always illegal.

The NSPCC states: It's a criminal offence to create or share nude or semi-nude images of a child, even if the person doing it is a child themselves. If this is reported to the police, they will make a record but may decide not to take any formal action against a young person.

This must always be referred immediately to the Designated Safeguarding Lead. The DSL will follow the UKCIS: Sharing nudes and semi-nudes guidance for education settings (formerly 'Sexting in schools and colleges').

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

6.6 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.

6.7 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.

Misogynistic and gender-based discrimination should also be reported on. It should not be mistaken as a 'cultural view'. Misogyny and gender-based discrimination can lead to and perpetuate gender-based violence. Behaviour should be stopped and views should be challenged at the earliest sign of an issue, in line with KCSIE 2026's strengthened focus on misogyny as a driver of harmful sexual behaviour.

See 6.3 for bullying related to people with protected characteristics, and the school's Anti-Racist Policy (Appendix 2) for racist and religiously-motivated incidents.

7. 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. It is best practice to inform the DSL of any allegation in relation to this policy as they may have more information or background knowledge that would increase the severity of the allegation in question.

Staff should clarify the following:

- Victims should be reassured that they are being taken seriously and that they will be supported and kept safe. They should not be given the impression that they are creating a problem or made to feel ashamed for making a report
- All staff should be aware of the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Staff should be vigilant, as multiple safeguarding issues will overlap one another

Staff must be aware of the following:

- Be aware of the risk factors that increase the likelihood of involvement in serious violence
- Staff must recognise that peer-on-peer abuse may be happening without it being reported, so sensitivity must be taken when it is to promote future reporting of abuse
- Do not wait for a child to make a disclosure if you have concerns. You may overhear a conversation that is concerning between children; this is grounds to make a report to the DSL
- If you have been made aware of abuse that has taken place outside of school, it is your duty and responsibility to make the DSL aware

8. Recognising peer abuse

An assessment of an incident between peers should be completed by the DSL 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 accurate statements and uncover the truth. 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. This includes verbal and non-verbal communication, which includes but is not limited to: facial expressions, tone of voice and hand gestures. Avoid language that may create a 'blame' culture and leave a child labelled.

It is important to consider that if this is the first report a child has made, it is not necessarily the first instance of abuse. The physiological impact abuse has on children can also affect memory; children may be unable to remember specific times, dates or what happened before or after the incident. Highly stressful situations also impact memory and recall of incidences, and staff should be aware of this when documenting a report.

In cases of child-on-child sexual violence and harassment, it is important to remember that girls are more likely to be victims and boys are more likely to be perpetrator(s). There is still a possibility for girls to be perpetrator(s) and boys to be victims, and judgement on whether or not child-on-child sexual violence and harassment has occurred should not be indicative of the gender of the victim or perpetrator(s).

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. In instances where a child has a disability, it is beneficial for their 1:1 support to be present during any conversation.

Written records must be kept of all conversations. This can include transcripts of recordings where deemed necessary or requested by the victim or parents.

8.1 Taking action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator(s)
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken
- Keep in mind that certain children may face additional barriers to recording incidences because of a child's vulnerability, disability, gender, ethnicity and/or sexual orientation. Some characteristics that are not visible may not have been disclosed to the school.

8.2 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

KCSIE 2026 confirms that staff can ask children outright if they have been harmed and what the nature of that harm was. Sensitivity must be taken when asking children, and the language used must be thought through to avoid unnecessary harm, perception of blame, and must not be accusatory.

8.3 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.

It is best to keep children involved separated so they are not influenced or coached to change their statements. It is also important to keep victims and alleged perpetrators apart during and after investigations, both during school and in after school activities, i.e. clubs.

8.4 Consider the intent

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

8.5 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 and protective strategies if the young person feels at risk.

If Multi Agency Safeguarding Arrangements (MASA) and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

8.6 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.

In all circumstances where the risk of harm to the child is evident, the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

9.1 What is the age of the children involved?

This includes developmental age and understanding when working with SEND children. How old are the children involved in the incident and is there any age difference between those involved?

In relation to sexual exploration, touching or inappropriate behaviour, children under the age of 5 may show a particular interest in exploration at around this stage. Children at these stages are taught about privacy and respect for others in a way that is age appropriate, so any instances relating to this must 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? What is the effect on the young people involved? If the incident follows the definition of bullying, has it happened before? 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 dealt with and appropriately resolved? Does it warrant further investigation or has it increased in severity over time?

10. Next steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse and inappropriate behaviour 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 needs of the young person. It may be that they wish to seek counselling or one to one support via a mentor, with the support of family or 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 concern bullying, 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.

If many instances of the same behaviours occur within a class, year group or key stage, the school must look at implementing a whole class/year/key stage approach to tackle the behaviour and to give support for individuals who have been victimised by this behaviour.

It is imperative that members of staff recognise when the support that is necessary for a child goes further than they are qualified to give, and thus must contact the appropriate organisations in order to support the child.

For victims of child-on-child abuse, and child-on-child sexual violence and harassment, victims will likely find the experience distressing and it is likely to have an impact on their education.

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 for the child to receive 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 case 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, it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved, including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour. The school may also choose a punishment as a consequence, such as suspension or internal exclusion/inclusion/seclusion, for a period of time to allow the young person to reflect on their behaviour.

In cases where children have perpetrated sexually inappropriate or explicit behaviour that is beyond their scope of understanding, e.g. words or phrases they do not understand the meaning of, it is imperative for DSLs to contact appropriate agencies, as this can be a sign of sexual abuse in the child enacting these behaviours. The NHS lists the following as a sign of child sexual abuse and exploitation:

'Sexually inappropriate behaviour – children who have been abused may behave in sexually explicit ways or use sexually explicit language.'

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.

If further instances occur following this, the impact on the child must be viewed in light of previous victimisation or perpetration when looking at next steps for all children involved.

In response to sexual harassment and abuse, the DSL should also consider the likelihood incidences have happened before without being reported and should consider if there are other victims. The DSL must also balance the victim's wishes with their need to safeguard the child, e.g. you cannot promise a child that it will be a secret, but if a child is explicit that they do not want an apology from the perpetrator(s) or wish that they leave them alone in future, this can be accommodated.

The outcome of all investigations should inform how we, as a school, proceed with allegations and reports. All policies are subject to change at any time as an outcome of an investigation, allegation or report.

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 peer on peer abuse.

PSHE and RSHE are cornerstones for preventative strategies, as making children aware of themselves and what is and is not acceptable is imperative to safeguarding. If a child does not know or understand that something is wrong, they are less likely to report it.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/RSHE curriculum that tackles issues such as prejudiced behaviour and gives children an open forum to talk things through rather than seek one-on-one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as humour or 'growing up' or compare a child's experiences to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action. It is important for staff to understand that new laws and regulations are written to protect children, and attitudes towards education changes as more research comes forward. It is important to follow the guidelines and to adjust attitudes accordingly for the safety and protection of all children.

Children and 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

Online safety advice

- Childnet — provide guidance for schools on cyberbullying
- Educate Against Hate — provides practical advice and support on protecting children from extremism and radicalisation
- London Grid for Learning — provides advice on all aspects of a school or college's online safety arrangements
- NSPCC E-safety for schools — provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
- Safer Recruitment Consortium — 'Guidance for Safe Working Practice', which may help ensure staff behaviour policies are robust and effective
- South West Grid for Learning — provides advice on all aspects of a school or college's online safety arrangements
- Use of social media for online radicalisation — a briefing note for schools on how social media is used to encourage travel to conflict zones
- Online Safety Audit Tool from UK Council for Internet Safety — to help mentors of trainee teachers and newly qualified teachers induct, mentor and provide ongoing support and monitoring
- DCMS advice — online safety guidance if you own or manage an online platform
- UK Safer Internet Centre — tips, advice, guides and other resources to help keep children safe online
- Guidance on remote education, virtual lessons and live streaming

Radicalisation

- Prevent duty guidance — Home Office guidance
- Prevent duty: additional advice for schools and childcare providers — DfE advice
- Educate Against Hate website — DfE and Home Office advice
- Prevent for FE and Training — Education and Training Foundation (ETF)
- Extremism and Radicalisation Safeguarding Resources — resources by London Grid for Learning

Sexual violence and harassment

- Barnardo's — UK charity caring for and supporting some of the most vulnerable children and young people through their range of services
- Lucy Faithfull Foundation — UK-wide child protection charity dedicated to preventing child sexual abuse, working with affected families, and running the confidential Stop It Now! Helpline
- Marie Collins Foundation — works directly with children, young people and families to enable recovery following (technology-assisted) sexual abuse
- NSPCC — children's charity specialising in child protection, with statutory powers enabling them to take action and safeguard children at risk of abuse
- Rape Crisis — national charity and umbrella body for their network of independent member Rape Crisis Centres
- UK Safer Internet Centre — advice and support to children, young people, parents, carers and schools about staying safe online

Harmful sexual behaviour

- Rape Crisis (England & Wales) or The Survivors Trust — information, advice, and details of local specialist sexual violence organisations
- NICE guidance — developing interventions, working with families and carers, and multi-agency working
- HSB Toolkit, The Lucy Faithfull Foundation — designed for parents and professionals to help everyone play their part in keeping children safe. Includes information, resources, and practical tips to prevent harmful sexual behaviour
- NSPCC Learning — protecting children from harmful sexual behaviour, free and independent advice about HSB
- Contextual Safeguarding Network — Beyond Referrals (Schools) provides a self-assessment toolkit and guidance for addressing HSB in schools
- Stop It Now — guide for parents, carers and professionals to help prevent harmful sexual behaviour in children, with a free confidential helpline

Nudes and semi-nudes

- UKCIS — Sharing nudes and semi-nudes: advice for education settings working with children and young people (GOV.UK)
- NSPCC Learning — Safeguarding, sexting and sharing nudes (updated to reflect the current terminology, including AI-generated and 'nudified' images)
- London Grid for Learning — collection of advice dealing with the sharing of nudes and semi-nudes

Support for victims

- Anti-Bullying Alliance — detailed information for anyone being bullied, along with advice for parents and schools, signposting to helplines and websites

- Rape Crisis — support for people who have experienced rape, child abuse or any kind of sexual violence
- The Survivors Trust — UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sexual abuse
- Victim Support — supporting children and young people affected by crime, and their parents/professionals, regardless of whether a crime has been reported or how long ago it was
- Childline — free and confidential advice for children and young people

Toolkits

- Ask AVA — prevention platform created for practitioners across the UK, delivering a comprehensive programme to stop violence against women and girls
- NSPCC — online self-assessment tool to help organisations safeguard children
- NSPCC — resources to help adults respond to children disclosing abuse, and the independent HSB behaviour framework
- Safeguarding Unit, Farrer & Co, and Carlene Firmin, MBE, University of Bedfordshire — Peer-on-Peer Abuse toolkit: practical guidance on how to prevent, identify early and respond appropriately to peer-on-peer abuse
- Contextual Safeguarding Network — self-assessment toolkit for schools to assess their own response to HSB
- Childnet — STAR SEND Toolkit: equips and empowers educators to support young people with SEND
- Childnet — Just a joke? provides lesson plans, activities and a quiz and teaching guide exploring problematic online sexual behaviour with 9–12 year olds
- Childnet — Step Up, Speak Up: a practical campaign toolkit addressing online sexual harassment among young people aged 13–17
- NSPCC — harmful sexual behaviour framework for children and young people displaying HSB
- Contextual Safeguarding Network — Beyond Referrals: for school leavers addressing HSB in schools
- Farrer & Co — Addressing child-on-child abuse: a resource for schools and colleges, with practical guidance on how to prevent, identify early, and respond to child-on-child abuse

Appendix A – Risk and Considerations for allegations and instances of Child-on-Child abuse (for person assessing incident i.e., DSL)

Basic information	
Referrer Name and role	
Referrer Contact details (email address and phone number)	
Name of school(s) for victim(s)	
Name of school(s) for child/ren alleged to have caused harm.	
Did incident occur on school premises? If not, where did the incident occur?	

CONSIDERATIONS	RISK (consider victim, child alleged to have caused harm, other pupils & staff)	RISK LEVEL (H/M/L)	ACTIONS TO REDUCE RISK	REVISE RISK LEVEL (H/M/L)
What is the incident? Who was involved? Where did it happen				
Does this incident constitute a crime? Assault, sexual assault, rape, sharing of indecent images of children, etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved? Refer to KCSIE and DfE guidance on sexual harassment and sexual violence in schools and colleges.				
Is there an actual or perceived threat from the child alleged to have caused harm to the victim and/or others?				
Is either the victim or the child alleged to have caused harm at risk of physical harm as a result of this incident (eg; bullying or 'retribution' by peers)?				
Do they share classes?				
Do they share break times? Do they share peer/friendship groups?				
Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school?				
How can such contact be limited?				
Is there a risk of harm from social media and gossip?				

Next steps:

Further action taken by the school or college: Please complete for each child involved.

Child's name:	Date of Birth:	
Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		

Child's name:	Date of Birth:	
Action	YES/NO	Date
Police informed		
Referral to MASH		
Referral to external support services		
Referral to internal support services		
Referral to CAMHS		
Referral to early help		
Other		



Suspension and Permanent Exclusion Policy

Ratified by Governors: September 2026

Review: September 2027

1. Introduction and aims

This policy sets out the policy and practice which informs the school's use of suspension and permanent exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- To ensure the safety and well-being of all members of the school, and to maintain an appropriate education environment in which all can learn and succeed.
- To realise the aim of reducing the need to use suspension or permanent exclusion as a sanction, using them only as a last resort and in a way that is lawful, reasonable and fair.

The decision to suspend or permanently exclude a pupil will only be taken:

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Suspension and permanent exclusion will never be used as a first response to a behaviour incident, and will never be applied because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, because of a pupil's academic performance, or because a pupil has failed to meet a specific condition (for example, not attending a reintegration meeting). Any exclusion imposed on those grounds would be treated as unlawful 'off-rolling' (see section 4).

2. Statutory basis

This policy has regard to, and should be read alongside:

- DfE, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (statutory guidance, in force from 26 July 2026)
- DfE, 'Behaviour in Schools: advice for headteachers and school staff'
- Education Act 2002, section 51A (as amended)
- The School Discipline (Pupils' Exclusions and Reviews) (England) Regulations 2012 (as amended)
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years
- The school's Behaviour Policy, Child Protection and Safeguarding Policy, and SEND Policy

3. Grounds for suspension or permanent exclusion

Suspension and permanent exclusion are extreme sanctions, only administered by the Headteacher (or a delegated deputy in their absence). Suspension or permanent exclusion may be considered for any of the following, all of which constitute infringements of the school's Behaviour Policy. This is not

an exhaustive list, and there may be other circumstances in which the Headteacher judges suspension or exclusion to be an appropriate and proportionate sanction.

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse or attack on staff
- Physical abuse or attack on pupils
- Indecent behaviour
- Damage to property
- Theft
- Misuse of other substances
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or sexual harassment, including child-on-child abuse
- Carrying an offensive weapon
- Arson
- Upskirting
- Sexting
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

Carrying an offensive weapon: offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person, or intended by the person having it with him for such use by him'.

The school will consider referral to the police for any of the above offences. This list is not exhaustive but indicates the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

4. Off-rolling and unlawful exclusion

Off-rolling — removing a pupil from the school roll without a formal, recorded exclusion, or encouraging a parent to remove their child, when this is primarily in the interests of the school rather than the best interests of the pupil — is unlawful. In line with the updated statutory guidance, this includes (but is not limited to):

- Sending a pupil home 'to cool off' informally, without following the formal suspension process (an unofficial or unrecorded exclusion is unlawful in all circumstances, even where a parent agrees to it)
- Placing a pupil on a part-time timetable for behavioural reasons
- Moving a pupil to alternative provision where this is not in the pupil's best interests
- Using a 'trial' managed move or 'trial' admission as a disguised exclusion (see section 10)

Any member of staff with concerns that a pupil may be being off-rolled should raise this with the Headteacher and/or Designated Safeguarding Lead without delay.

5. Suspension procedure

Most suspensions are of short duration (usually between 1 and 3 days). The Headteacher may suspend a pupil for one or more fixed periods, not exceeding 45 school days in total in any one school year.

Following a suspension, parents are contacted immediately wherever possible. A letter will be sent by post giving details of the suspension and the date it ends. Parents have a right to make representations to the Governing Body and, where relevant, the local authority, as directed in the letter.

A return-to-school meeting will be held following the expiry of a suspension. This will involve a member of the Senior Leadership Team and other staff where appropriate.

Where a suspension is greater than five school days, or where an accumulation of suspensions exceeds five school days in a term, a Pastoral Support Plan will be drawn up. This must be agreed with the school, the pupil and the parents, and will be frequently monitored and reviewed to support the pupil's reintegration.

During a suspension where the pupil is to remain at home, parents are advised that the pupil is not permitted on school premises, and that daytime supervision during the first five school days of a suspension is the responsibility of parents/carers, in line with the requirement to make suitable full-time education available from the sixth school day.

6. Governors' review of suspensions

The Governing Body has established arrangements to review promptly:

- All permanent exclusions;
- All suspensions that would result in a pupil being excluded for more than 15 school days in a term, or that would mean the pupil missing a public examination or national curriculum test; and
- Suspensions of more than 5 but not more than 15 school days in a term, where a parent has requested that the Governing Body consider the suspension.

7. Permanent exclusion

The decision to permanently exclude a pupil is a serious one. It will only be taken:

1. As a final, formal step in a concerted process for dealing with disciplinary offences, following the use of a wide range of other strategies which have been tried without success. This is an acknowledgement that all available strategies have been exhausted and permanent exclusion is used as a last resort. This includes persistent and defiant misbehaviour, including bullying (which would include racist or homophobic bullying), or repeated possession and/or use of an illegal drug on the school premises; or
2. Where there are exceptional circumstances such that it is not appropriate to implement other strategies, and it could be appropriate to permanently exclude a pupil for a first or 'one-off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff
 - Child-on-child abuse
 - Sexual abuse or sexual harassment
 - Vandalism or arson

- Carrying or supplying an offensive weapon or illegal drugs

8. General factors the school will consider before deciding to suspend or exclude

Suspension or exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend or permanently exclude a pupil, the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations, taking into account the Behaviour Policy, Equality Policy and Race Equality Policy
- Allow the pupil to give their version of events
- Check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment
- Consider whether the pupil has unmet SEND needs, a disability, or safeguarding needs that may have contributed to the behaviour, and whether reasonable adjustments or additional support could avoid the need to exclude
- Where the pupil is looked after, or has a social worker, consider these factors and involve the Virtual School Head and/or social worker as appropriate

If the Headteacher is satisfied that, on the balance of probabilities, the pupil did what they are alleged to have done, suspension or permanent exclusion will be considered as set out above.

9. Separation of pupils for safeguarding reasons

The school may, in limited circumstances, need to temporarily prevent a pupil from attending the school premises for safeguarding reasons — for example, following an allegation of harm by one pupil against another, where it is necessary to keep pupils apart while the matter is investigated.

This is not a disciplinary sanction and is not the same as a suspension or permanent exclusion. However, any such decision must still be lawful, reasonable, proportionate, and compliant with the school's safeguarding, equality and human rights obligations. The Designated Safeguarding Lead will be involved in any such decision, parents will be informed without delay, and the Governing Body will be notified without delay. The arrangement will be kept under review and ended as soon as it is safe to do so.

10. Off-site direction and managed moves

Off-site direction: the school (and, where applicable, the academy trust) may direct a pupil to attend another education setting off-site, on a temporary basis, to improve their behaviour where it would otherwise be at risk of leading to suspension or permanent exclusion. Any off-site direction will have clear objectives and timescales, will be regularly reviewed, and parents and the local authority will be given written notice setting out the reasons, the setting, the duration and the arrangements for the pupil's education.

Managed moves: a managed move may be used, with the agreement of the parents, pupil and receiving school, as a planned, permanent transfer where this is judged to be in the pupil's best interests — for example, to secure a fresh start. In line with the updated statutory guidance:

- Managed moves must never be used as a 'trial' or informal exclusion, and 'trial managed moves' or 'trial admissions' are not lawful.

- A managed move must not be used to avoid or circumvent the formal suspension or permanent exclusion process.
- Where a temporary, rather than permanent, placement is needed to support behaviour improvement, the school will use an off-site direction (see above) rather than a managed move.
- A pupil will not be deleted from the school's admission register until the receiving school has confirmed the pupil's place and the move has taken effect.
- Relevant information will be shared with the receiving school or provider to support the pupil's successful transition, alongside appropriate safeguarding considerations.

11. Vulnerable pupils

Where suspension or permanent exclusion is being considered for a pupil with an Education, Health and Care (EHC) plan, the SENCO will review whether the provision in the plan is being delivered and remains appropriate, and whether an emergency review of the plan is required.

Where the pupil is a looked-after child, the school will consider whether an interim review of the pupil's Personal Education Plan (PEP) is needed, and will work closely with the Virtual School Head. Pupils with a social worker will also be treated as a vulnerable group requiring particular care, in recognition of their increased vulnerability to suspension and exclusion.

12. Governing Body oversight

The Governing Body will routinely monitor and evaluate data on suspensions, permanent exclusions and off-site direction, including patterns, trends and any disproportionate impact on particular groups of pupils (for example pupils with SEND, looked-after children, and pupils from particular ethnic or socio-economic backgrounds). The Governing Body will provide effective challenge to school leaders on suspension, exclusion and pupil-movement practice as part of this oversight.

13. Review

This policy will be reviewed annually, or sooner if there is a change in relevant legislation or statutory guidance, and is due for its next full review no later than one year from the date below.

Reflection Sheets for KS1 and KS2

Name:

Date:

Behaviour Reflection

Often we rush through life without thinking about what has happened. Take time to read and think about all the questions below.

I was feeling

mad	sad	frustrated	bored	other
				

So I chose to

hurt someone	disrupt the class	use hurtful words	NOT follow the directions	other
				

Next time I will

ask for help	use nice words	stop and think	follow directions	ignore it
				

Name:

Date:

Behaviour Reflection

Often we rush through life without thinking about what has happened. Take time to read and think about all the questions below.

What happened?	
What did I do?	
What did other people do?	
How did I feel?	

What was the consequence?	
What could I have done differently?	
What have I learnt?	



Appendix 5



Searching, Screening & Confiscation Policy

Ratified by Governors: September 2026

Review: September 2027

Background

This policy is based on the Department for Education's statutory advice for headteachers, school staff and governing bodies, 'Searching, screening and confiscation: guidance for schools' (DfE, July 2022).

Objectives of this policy

To outline the policy and legal powers the school has for screening and searching pupils. It also outlines the powers the school has to seize and then confiscate items found during a search.

Before screening or searching a pupil, staff must consider the school's obligations under Article 8 of the European Convention on Human Rights (right to respect for private life). Pupils have the right to expect a reasonable level of personal privacy. This right is not absolute and can be interfered with, but any interference by the school must be justified and proportionate. The powers to search set out in the Education Act 1996 are compatible with Article 8; a school exercising those powers lawfully, fairly and proportionately, in line with this policy, should have no difficulty demonstrating that it has also acted in accordance with Article 8.

When exercising these powers, staff must consider the age and needs of the pupil being searched or screened, including any special educational needs and any reasonable adjustments required for a pupil with a disability.

Searching

School staff can search any pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted, so that their agreement is informed.

The Headteacher, or a member of staff authorised by the Headteacher, has a statutory power to search a pupil or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage the property of, any person (including the pupil)

This is the full statutory list. E-cigarettes and vapes are not automatically included — if the school wishes to search for these, they must be separately identified in the school's behaviour policy as an item for which a search can be made.

The Headteacher and authorised staff can also search for any other item banned by the school's Behaviour Policy, which has been identified as an item which may be searched for — for example, items taken from other pupils or inappropriate images that do not meet the statutory definition of pornographic. However, the power to use reasonable force (see below) only applies to the statutory list above, not to items banned only under school rules.

The role of the Headteacher, the Designated Safeguarding Lead and authorised staff

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's Behaviour Policy.

The Headteacher should oversee the school's practice of searching to ensure a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff, with support from the Designated Safeguarding Lead (DSL) or deputy.

The DSL (or deputy) should be informed of any searching incident where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item, and must be involved without delay if a search reveals a safeguarding risk. If the DSL finds evidence that a child is at risk of harm, they should make a referral to children's social care immediately, in line with Part One of Keeping Children Safe in Education.

Before searching

A search can be considered where the member of staff has reasonable grounds for suspecting the pupil is in possession of a prohibited item (or an item identified in the school rules), or where the pupil has agreed.

Before any search, the member of staff should explain to the pupil why they are being searched, how and where it will take place, and give them the opportunity to ask questions. Staff should always seek the pupil's co-operation first.

If a pupil refuses to co-operate, the member of staff may apply an appropriate sanction in line with the school's Behaviour Policy. If the search is not urgently required, staff should seek advice from the Headteacher, DSL (or deputy) or a pastoral staff member, keeping the pupil supervised and away from other pupils in the meantime.

If a pupil still refuses and the member of staff considers a search necessary, they should assess whether it is appropriate to use reasonable force. Reasonable force may only be used to search for items on the statutory prohibited list above — not for items banned only under school rules — and only where this will prevent the pupil harming themselves or others, damaging property, or causing disorder. This decision must be made on a case-by-case basis.

During a search — where

An appropriate location for the search should be found, away from other pupils where possible. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on a school trip.

During a search — who

The law requires that the member of staff conducting the search is the same sex as the pupil being searched, and that another member of staff is present as a witness.

There is a limited exception: a search may be conducted by a member of staff of the opposite sex, and/or without a witness, only if the member of staff reasonably believes there is a risk of serious harm to a person if the search is not carried out as a matter of urgency, and it is not reasonably practicable in the time available to arrange a same-sex searcher or a witness. Where a search is conducted without a witness, this must be reported immediately to another member of staff and recorded.

The extent of the search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing (any item not worn wholly next to the skin or immediately over underwear, including hats, shoes, boots or scarves — staff should be sensitive to whether such clothing is worn for religious reasons).

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk of serious harm if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

This power does NOT enable or allow a strip search, or any search going further than removal of outer clothing.

Strip searching

This is a new section, reflecting the DfE's July 2022 guidance introduced following the safeguarding review into the strip-searching of a child on school premises (the 'Child Q' case).

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers, under the Police and Criminal Evidence Act 1984 (PACE) Codes A and C. School staff must never conduct a strip search. While the decision to carry out a strip search, and its conduct, is a police matter, school staff retain a duty of care to the pupil(s) involved and must advocate for their wellbeing throughout.

Before calling the police into school for this purpose, staff should assess and balance the risk of a potential strip search to the pupil's mental and physical wellbeing against the risk of not recovering the suspected item, and should be satisfied that all other less invasive approaches have been exhausted. Once police are on the premises, the decision on whether to strip search rests solely with them; the school's role is to advocate for the pupil's safety and wellbeing.

Unless there is an immediate risk of harm, and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item before the search takes place, even if that parent is not acting as the appropriate adult. Parents must always be informed by a member of staff once a strip

search has taken place. The school must keep a record of any strip search conducted on its premises and monitor these for any trends that emerge, including any disproportionate impact on particular groups of pupils.

The process the police must follow during a strip search

- Except in urgent cases involving risk of serious harm, wherever a strip search involves exposure of intimate body parts, at least two people other than the pupil must be present, one of whom must be an appropriate adult. If the pupil's parent wishes to act as the appropriate adult, the school should facilitate this where possible.
- Police officers carrying out the search must be the same sex as the pupil. An appropriate adult of a different sex may be present only if specifically requested by the pupil; otherwise no one of a different sex may be present, and the search must not take place where the pupil could be seen by anyone else.
- A search may take place without an appropriate adult only if the pupil explicitly states, in the presence of an appropriate adult, that they do not want one present, and the appropriate adult agrees. This must be recorded and signed by the appropriate adult. More than two people (other than the appropriate adult) should be present only in the most exceptional circumstances.
- A strip search may only take place if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. It should never be carried out routinely.

After-care following a strip search

Pupils must be given appropriate support, whether or not the suspected item is found. If an item is found, this may be a police matter but must always be accompanied by a safeguarding process led by the school, involving the DSL (or deputy), which gives full attention to the pupil's wellbeing. Where no item is found, safeguarding support remains just as important — both to help the pupil process the experience of being searched, and to consider the wider circumstances that led to the decision to search.

In all cases, pupils should have the opportunity to express their views about the search and the events surrounding it. Staff should give particular consideration and preventative attention to any pupil who has been strip searched more than once, or to any group of pupils who appear to be strip searched with unusual frequency.

After a search

Whether or not any items are found, the school should consider whether the reasons for the search, the search itself, or its outcome give cause to suspect the pupil is suffering, or is likely to suffer, harm, and whether specific support is needed. Where this may be the case, staff should follow the school's Child Protection Policy and speak to the DSL (or deputy), who will consider whether pastoral support, an early help intervention, or a referral to children's social care is appropriate.

If a pupil is found in possession of a prohibited item, staff must alert the DSL (or deputy) and apply an appropriate sanction in line with the school's Behaviour Policy, to ensure a consistent approach.

Recording searches

Any search for a prohibited item, and all searches conducted by police officers, must be recorded in the school's safeguarding reporting system, whether or not an item is found, so that the DSL (or deputy) can identify possible risks and initiate a safeguarding response where needed. The

Headteacher may also decide that searches for items banned only under school rules should be recorded.

Records should include, where possible:

- The date, time and location of the search
- Which pupil was searched
- Who conducted the search, and any other adults or pupils present
- What was being searched for, and the reason for searching
- What items, if any, were found
- What follow-up action was taken as a result

The school will periodically review recorded search data to consider whether searches are falling disproportionately on any particular group or groups of pupils and, if so, what action should be taken.

Informing parents

Parents will always be informed of any search for a prohibited item that has taken place, and of the outcome, as soon as practicable, including what (if anything) was confiscated and any resulting sanction. The school will also consider whether it is necessary to inform parents of a search for an item banned only under the school's own rules.

Any complaints about searching, screening or confiscation will be dealt with through the school's normal complaints procedure.

Screening

Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand), to scan for weapons before pupils enter the premises. We do not have such devices at Herrick Primary School.

Where a headteacher is considering introducing screening, they are encouraged to consult the local police for advice on whether it would be appropriate, and to inform pupils and parents in advance of what it will involve and why. Reasonable adjustments should be made for any pupil with a disability.

If a pupil refuses to be screened, the member of staff should consider why, and assess whether a search is necessary (see 'Before searching' above).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item which they consider harmful or detrimental to school discipline, or which is evidence in relation to an offence.

Handling specific items

- Controlled drugs must be delivered to the police as soon as possible, unless there is good reason not to do so, in which case the member of staff must safely dispose of them. Where staff are unsure whether a substance is controlled, they should treat it as such and, if in doubt about safe disposal, deliver it to the police.
- Alcohol, tobacco, cigarette papers or fireworks may be retained or disposed of as staff think appropriate but must not be returned to the pupil.

- Pornographic images may be disposed of unless staff have reasonable grounds to suspect the image constitutes a specified offence — i.e. it is an extreme image, or is a nude or semi-nude image of a child — in which case it must be delivered to the police as soon as reasonably practicable. Staff must never intentionally view, copy, print, share, store or save such an image.
- Stolen items must be delivered to the police as soon as reasonably practicable, unless there is good reason to return the item directly to its owner or otherwise retain or dispose of it (for example, low-value items such as pencil cases would not normally warrant police involvement).
- Weapons, or any item that is evidence of a suspected offence, must be passed to the police as soon as possible.
- Other items banned under the school's own rules may be returned, retained or disposed of at staff discretion, taking into account the item's value, whether it is appropriate to return it, and whether it is likely to continue to disrupt learning or the safe environment of the school.

Electronic devices

Electronic devices, including mobile phones, can contain files or data relating to an offence, or that may cause harm to another person — including nudes and semi-nudes of a child, pornography, abusive messages, images or videos, or other evidence of suspected criminal behaviour.

As with any prohibited item, staff should first consider the appropriate safeguarding response if they find images, data or files they reasonably suspect could put a person at risk. Staff may examine data or files on a confiscated device where there is good reason to do so — for example, reasonable suspicion that the device has been, or is likely to be, used to commit an offence, cause personal injury, or damage property.

If a member of staff suspects they may find a nude or semi-nude image of a child on a device, they must never intentionally view the image, and must never copy, print, share, store or save it. The device should be confiscated, staff should avoid looking at it, and the incident must be referred to the DSL (or deputy) as the most appropriate person to advise on the school's response, following the principles set out in Keeping Children Safe in Education and the UK Council for Internet Safety's guidance, Sharing nudes and semi-nudes: advice for education settings working with children and young people.

If inappropriate material is found on a pupil's device, the DSL will decide whether to delete the material, retain it as evidence of a criminal offence or breach of school discipline, or involve the police. Any material suspected to be evidence relevant to an offence, or that is a nude or semi-nude image of a child or an extreme pornographic image, must not be deleted and must be given to the police as soon as reasonably possible.

The school may delete other files or data where there is good reason to do so — for example, where it could cause harm, disrupt teaching, or break the school rules — and where they are not needed by the police.

Confiscation as a disciplinary penalty

The school's general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable to do so. The law protects staff from liability for loss of, or damage to, any item they confiscate, provided they have acted lawfully.

Schools' obligation under the European Convention on Human Rights

Under Article 8 of the European Convention on Human Rights, pupils have a right to respect for their private life. In the context of these powers, this means pupils have the right to expect a reasonable level of personal privacy. This right is not absolute and can be interfered with, but any interference by the school must be justified and proportionate. The powers of search in the Education Act 1996 are compatible with Article 8.

Further information

This policy has regard to:

- DfE, 'Searching, screening and confiscation: guidance for schools' (July 2022)
- Keeping Children Safe in Education (KCSIE 2026)
- Behaviour in Schools: advice for headteachers and school staff
- UK Council for Internet Safety, 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Use of Reasonable Force in Schools guidance
- Working Together to Safeguard Children
- Equality Act 2010
- The Education Act 1996; The Education and Inspections Act 2006; The Schools (Specification and Disposal of Articles) Regulations 2012
- Police and Criminal Evidence Act 1984 (PACE) Codes of Practice

This policy will be updated prior to review if the DfE's underlying statutory guidance changes.