



KSA Behaviour Policy

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Purpose of document:	This document outlines the Behaviour for Learning policy adhered to by Ken Stimpson Academy and includes information on discipline, student behaviour and mobile phone usage.
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ADDENDUM TO THE BEHAVIOUR POLICY

1. STATUTORY GUIDANCE

The Department for Education (DfE) recognises that it is important for schools to be calm and disciplined environments, where everyone follows the rules. This policy has been written following the DfE's 'Behaviour and discipline in schools': [link](#).

The disciplinary powers that schools currently have, including exclusion, remain in place. Headteachers retain the power to exclude pupils on disciplinary grounds. The [statutory guidance](#) for those with legal responsibilities in relation to exclusion still applies. Permanent exclusion remains an option and should only be used as a last resort, 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.

2. INTRODUCTION

A Behaviour for Learning Culture focused around disruption free learning is created at KSCS by establishing behavioural norms and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

The school holds core principles at the centre of what we do, built around our Respect agenda. Students and stakeholders should maintain:

- Respect for yourself
- Respect for others
- Respect for education and our environment

3. GUIDING PRINCIPLES

3.1 Boundaries will be clear. We will teach pupils that they have a responsibility to keep themselves and others safe. We will apply our rules consistently, rigorously, and fairly, so that pupils know that the consequences of their behaviours, both positive and negative, are inevitable.

3.2 Behaviour will be taught. Routines, expectations, and proxies for control will be taught explicitly by school staff. The teaching of behaviour will be clearly planned.

3.3 Proactive risk management will reduce potential for poor behaviour. We will make intelligent use of our data using behaviour risk registers to predict behavioural habits and anticipate risks, rather than simply reacting to situations. Separate risk assessments will be produced for pupils who exhibit challenging behaviours. Parents will be informed and involved with this process.

3.4 Communication with pupils will build their confidence. We will ensure that appropriate and effective measures are in place for communicating with pupils about their expected behaviour upon returning to school. The communication will be tailored so that it is current, age-appropriate and takes account of pupils with special educational needs and/or disabilities.

3.5 Parents will be fully informed. We will ensure that appropriate and effective measures are in place for communicating with parents about the expected behaviour. The school will encourage parents to share concerns and ask questions.

3.6 Vulnerable pupils include children who are disabled and those with Education, Health and Care plans (EHCPs) or those who require additional support: for example, pupils with mental health needs or attendance issues. These pupils remain a key focus group and may receive a risk assessment which supports and adjustment to need.

4. SETTING BEHAVIOURAL NORMS

4.1 The school will be proactive in preventing poor behaviour and dealing with it in a consistent and fair manner if it occurs. We will identify potential acts of poor behaviour and areas of school where these are likely to occur. We will plan mitigations of these risks.

4.2 This document sets out the school's cultural expectations unequivocally, providing clear guidance. The behavioural norms outlined will be taught explicitly and effectively and shared with parents/carers.

4.3 Teachers have the power to discipline a pupil for conduct outside the school premises which includes when they are travelling to and from school, and on public transport.

5. KEY PROTOCOLS

5.1 Arrival at School

Arrival will be managed by school staff. Leaders will split pupils so that groups use specified entrance points. Protocols for arrival will be consistently applied: entry to the school premises will be a positive and welcoming start to the day.

The school leadership will be present to ensure basic standards are met and there is a smooth beginning to each school day.

Students that are late will need to sign in at Reception. They will need to provide a suitable reason for the lateness.

The school will monitor punctuality and where appropriate sanctions will be applied.

Parents/carers will be notified each time their child arrives late to school.

5.2 Movement around School

Non-essential movement around school will be avoided.

Toilet visits will be managed to prevent too many students being out of lessons. Permission to leave the lesson for toilet breaks will be at the discretion of the teacher (except where an adjustment to need exists)

Students are not permitted to access the student support team during lessons. Students can request support; the class teacher will then alert the on-call team to the request.

Any student that is out of lessons must have a permission card or note.

'Time out' / 'Time with' cards will be issued to students where absolutely necessary, but the rules of use are fully explained to avoid misuse.

5.3 Classroom expectations

Pupils will not be required to line up outside the classroom.

Pupils will be made aware of their seating positions in their classroom; this will prevent confusion and unnecessary wandering within the classroom. **The seating plan is non-negotiable.**

Punctuality in lessons; students need to arrive promptly to all lessons. Lateness to lessons will be closely monitored. Where students fail to arrive on time to tutor time or class, the school will sanction through preventing the student entering the lesson late, avoiding disruption to those already in the lesson, and issuing an after-school detention.

5.4 End of the lesson and leaving the classroom

Staff recognise the importance of a controlled exit. This will be rehearsed and modelled to make expectations clear.

Where appropriate pupils will be asked to stand behind their tables and will be dismissed in an orderly fashion.

Students are to move promptly to their next lesson. They are not to wait in corridors.

Students should always walk in corridors. They must keep left and to the one-way system that is in place.

5.5 Break time and lunch times

Arrangements exist to stagger lunch time. We operate split breaks and lunches. Some year groups will be in form time, whilst others will be on break time.

Pupils will be encouraged to spend their break and lunch time outside, weather permitting, in zones with their own year group.

A staffing rota will be in place to ensure sufficient supervision for each social time. This includes the use of break time supervisors and teaching staff.

Wet weather arrangements exist, and this includes removing access to outdoor spaces and implementing provision for indoor social areas. Students are not permitted to congregate in corridors around the school. Some staff may provide space for pupils in classrooms. This is at the discretion of individual members of staff.

5.6 End of school

Pupils will leave the classroom in the rehearsed manner.

Multiple exit points will be used to stagger the flow of movement. Pupils will be dismissed from school.

Staff will be on duty to supervise the exit routes. Staff will provide a positive end to the day for pupils and remind them not to wait for their friends.

The transition off the school site in an orderly fashion is essential. Students are to walk off site and walk their bikes until they are away from the school site. Students are not to ride their bikes on the path at the front of school or through the Werrington Centre.

In accordance with the law, teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. This includes, but is not limited to, travelling to and from school, participating on educational visits and interacting with the local and wider community.

Subject to the behaviour policy, teachers may discipline students for:

- misbehaviour when the student is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

6. PUPIL CODE OF CONDUCT

6.1 The Code of Conduct for students is primarily based around the need for students to take responsibility for their own behaviour in line with the school's values.

The following expectations are essential to enable a smooth transition into school:

- Arrive to school and leave to go home at the designated time using the designated entrance/exit route.
- Attend school regularly and on time, as per your timetable.
- Be ready to learn and to develop as a young adult.
- Attend school each day in the correct uniform.
- Respect the school environment as a place for learning for all.
- Take care of the school buildings and surroundings.
- Follow the school's codes of conduct and policies.
- Try your best with class and homework and to complete assigned work to the best of your ability.
- Recognise your responsibility for your own learning and achievement, as well as contributing positively to the school's ethos and reputation in and out of school.

6.2 Mobile phones and headphones/earbuds are not allowed to be seen or used inside the school premises at any time of the day. We recognise that for safety and wellbeing reasons both students and their families will wish for them to carry a mobile phone to school, therefore mobile phones must be switched off upon arrival to school and placed into bags or secure coat pockets until they leave school at the end of the day.

Parents/Carers wishing to contact their child throughout the day must do this via school reception and not directly to a student's mobile phone. If it is an emergency, this must be clearly stated when contacting reception and staff will ensure the message is relayed to students in a timely and appropriate manner. The same applies for any student wishing to

contact their parent/carer during the day. This applies to all students within the school however, Post 16 students are allowed to use their mobile phones for academic and research purposes within the Post 16 Common Room and Study Room only.

- 6.3** If students breach these rules, staff will confiscate the mobile phone, place it into a sealed envelope with clear identification of who the phone belongs to and store it in a lockable unit within reception. Students will also be issued with an after-school detention.

First confiscation will result in students being allowed to collect their device at the end of their detention that day, where staff will sign phones back to students.

Second confiscation operates the same as the first, with the addition of parental contact to discuss the repeated breach of school policy.

Further confiscations from this point will only be released back to a parent/carer between 3.15 and 4.00pm at the school reception. Heads of Year will then wish to discuss the persistent breach of school policy with the student and parents/carers and will look to put additional measures in place.

Refusal to comply with this policy on mobile phones will result in the student being placed into the Internal Exclusion Unit (seclusion/isolation) and, in more extreme cases, fixed term exclusions may be considered.

7. BEHAVIOUR MANAGEMENT

Behaviour and Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Staff have the statutory authority to discipline students whose behaviour is unacceptable. We have a range of disciplinary measures clearly communicated to staff, pupils, and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days).
- Missing break times – whilst maintaining access to food and drink provision.
- Detention including during lunchtime, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases, fixed term (suspension) or permanent exclusion may be applied.

- 7.1** There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. To effectively challenge and improve behaviour, teachers and leaders will actively promote non-confrontational behaviour management. Staff will use praise and

verbal reprimand accordingly. Staff receive annual training on the de-escalation of negative behaviour and strategies to ensure the school is as well managed as possible.

7.2 A range of disciplinary measures will be implemented consistently, openly, and fairly. The school reserves the right to apply the following measures:

- verbal reprimand
- detentions may be considered at break and lunch time
- after-school detentions. Parents will be notified of the detention. Parental consent is **not** required by law
- placing students on a conduct or attendance report for monitoring and improving behaviour
- instigating a Pupil Behaviour Support Plan
- isolation to reduce the impact of behaviours upon other pupils and staff
- direct the student to a short-term placement within another local secondary school
- Governors disciplinary meeting to formally review the concerns of the child within the school
- Fixed Term Exclusion (suspension) from school

7.3 Behaviour for Learning within lessons is managed in accordance with a consequences system, openly shared with students and applied consistently across all staff.

- First, teachers will give students a clear warning to remind them to refocus on their learning
- Second, teachers will instruct students to move to a new seat to refocus their learning; this may be in the same classroom or in another area of the faculty
- Finally, teachers will direct students to the Exit Room where the Inclusion Team will detain them for a period of time to address the cause of the issue resulting in their removal from class. Removal from lesson will result in a same day after-school detention, 3.15-4.00pm.

7.4 Parents /carers will be informed if their child is referred to isolation.

7.5 Isolation is to be sanctioned by a pastoral or senior member of staff for the following reasons:

- persistent or serious disruption or defiance
- refusal to comply with sanctions for breaches of the behaviour policy
- to allow an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps
- as a result of a referral from a member of staff, where behaviour in the class has seriously disrupted the learning and or health and safety of others
- for a period of reflection following an investigation into a serious incident or persistent breaches of school policy

7.6 Should pupils fail to comply with expectations, they may have additional time added to the sanction or in extreme cases, they may receive a fixed-term exclusion (suspension). We pride ourselves on working collaboratively with our Safer Schools Police Officer and may refer information to them as we deem necessary, relating to incidents both inside and outside of school.

7.7 As part of a planned return to school following an exclusion (suspension), parents/carers will be expected to have a meeting with the appropriate member(s) of staff to discuss a reintegration plan or any supportive adjustments. If the school deems it appropriate, the Safer Schools Police Officer may be invited to join this re-entry meeting.

8. BULLYING

8.1 How we prevent Bullying

All student's at KSCS have the right to develop their learning, skills, and knowledge in a safe, secure, and supportive environment, free from intimidation, prejudice, or discrimination of any kind, and they should be guided to extend this beyond school into the wider community.

This is carried out through:

- 1.1** Teaching, modelling, and promoting respect and tolerance for each other
- 1.2** Helping everyone towards an understanding of what is right and wrong
- 1.3** Supporting everyone in forming good relationships
- 1.4** Helping those who have been perpetrators of bullying or exhibited bullying behaviour as well as their victims to develop positive strategies to cope with negative emotions and stress.

Bullying at KSCS is unacceptable and it will not be tolerated. All institutions contain some students with the potential for exhibiting bullying behaviour. KSCS has a clear policy on the promotion of good citizenship, where it is made clear to students that bullying is a form of anti-social behaviour. A preventative approach to bullying and the importance of respecting others is also taught in PSHE, assemblies and is promoted in all aspects of KSCS' curriculum.

This link will take you to the full Anti-Bullying policy: www.kscs.org.uk/information/policies/anti-bullying-policy.

Students are supported throughout their school life by academic staff and pastoral staff. Students are able to access support from their form tutor or through Student Services, where they can talk with their Student Support Officer or Head of Year. Each year group is overseen by a member of the Senior Leadership Team who adds a further level of pastoral support.

9. REASONABLE ADJUSTMENTS

Under the equality act, schools are required to make reasonable adjustments to facilitate the best possible learning and school experiences for students in our care.

9.1 At certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by a school because of:

- Social, Emotional and Mental Health Needs (SEMH)
- Adverse Childhood Experiences (ACE)
- Special Educational Needs and Disabilities (SEND)

9.2 Staff within the school, with the support of the Special Educational Needs Coordinator (SENDCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the new behavioural norms. They will be

guided by the Education, Health and Care Plans (EHCPs) for those pupils who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.

9.3 We will make the best endeavours to ensure that pupils with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but are not limited to:

- previews of new behavioural norms and perhaps a visit to school
- additional support for the arrival and exit to school
- additional support to adhere to break and lunch time norms
- re-teaching behavioural norms
- adapted resources to teach behavioural norms
- adapted sanctions and rewards

9.4 For pupils with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

10. EXCLUSION

10.1 The Principal retains the right to exclude pupils on disciplinary grounds. Any decision to exclude will be:

- lawful
- rational
- reasonable and fair
- proportionate

10.2 All exclusions will be made in line with the government guidance and by following the school's exclusions procedures. The school will have due regard for the following when making these decisions:

- DfE – Exclusion from maintained schools, academies, and pupil referral units
- DfE – Behaviour and Discipline in Schools
- The Disability and Discrimination Act
- The Equality Act 2010
- Keeping Children Safe in Education
- The Children's Act (with particular reference to Children in the Care of the Local Authority)

10.3 A permanent exclusion is the last resort and will be used sparingly. However, if the school permanently excludes a pupil, it will work with the parents or carers and the local authority to arrange a place at an alternative setting *as soon as possible* to minimise breaks in education.

10.4 Following a permanent exclusion, the school will notify the local authority and other appropriate agencies immediately. They will work in partnership to ensure that the child is found a place in another educational setting quickly.

10.5 Following an exclusion, and to avoid any gap in provision, the school, social workers, local authority, and other professionals will work together to ensure that adequate and appropriate

arrangements are in place to keep in touch with vulnerable children and young people.

10.6 The school will notify parents/carers immediately by telephone of the decision to exclude. The decision will also be communicated in writing without delay.

10.7 The exclusion letter will note the following:

- if an exclusion is a fixed term (suspension) or permanent exclusion
- if a fixed period, the duration of the exclusion
- the reason(s) for the exclusion
- the right to make representation to the Governing Body and how the pupil may be involved in this
- contact details for making representation to the Governing Body and where it is a legal requirement to meet, that the parents have a right to participate in a meeting and to be represented at the meeting and/or bring a friend (the meeting may be held online)
- arrangements made by the school for the pupil's education including the return of completed work to school
- where alternative provision is arranged, information about this provision will be included or in a follow-up correspondence but no later than 48 hours before the start of the provision
- dates that the excluded pupil must not be present in a public place during school hours
- sources of free and impartial advice.

11. USE OF REASONABLE FORCE

11.1 The school does not encourage a 'no contact' policy as there is a real risk that such a policy might place a member of its staff in breach of their duty of care towards a pupil or prevent them taking the necessary action to prevent a pupil causing harm.

11.2 The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible, then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period.

11.3 A risk assessment will be undertaken for pupils who, based on evidence available prior to closure of schools, required physical intervention. This will allow the school to determine risks and decide if it is safe for pupils requiring physical intervention to be safely accommodated in school.

11.4 Should it be deemed reasonable, proportionate, and necessary to physically intervene during an incident then staff have a duty of care to intervene.

11.5 Following the physical intervention, the pupil will be isolated, and parents/carers will be informed of the incident and the next steps.

11.6 Following a risk assessment and a discussion with pupil and parents/carers, the pupil should return to school unless it is deemed unsafe to do so.

11.7 Serious incidents involving the use of force will be recorded.

11.8 In deciding what constitutes a serious incident, the Principal will use their professional judgement and consider the following:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the pupil's age

12. POWERS OF SEARCH AND CONFISCATION

12.1 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

12.2 The school also holds the power to search without consent for 'prohibited items' including, but not limited to:

- knives and weapons (including any item that may cause harm to any person)
- Vapes and vaping contraband
- alcohol
- illegal drugs and contraband
- Non prescribed drugs (that have not been agreed with the schools and parent/carers permission)
- stolen items
- tobacco and cigarette papers; lighters or any other fire-making device.
- fireworks
- pornographic images
- any item that requires ID over the age of 18 is not allowed within school and will lead to further sanctions
- any article that has been or is likely to be used to commit an offence, cause personal injury, or damage property

In accordance with the law, weapons, knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Principal to decide if and when to return a confiscated item. Vapes and any such matters may be destroyed by the school.

Bringing items of this nature into school will likely lead to the student being fixed term or permanently excluded from school. The Principal will consider any motive for a student possessing an item of this nature when issuing any sanction.

12.3 Authorised staff only can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have a prohibited item in their possession. Searches are conducted with two members of staff; one from the Senior Leadership Team and at least one being the same gender as the pupil searched and completed in a room, where possible, with CCTV in operation.

Any student being searched will be asked to declare if they have anything in their possession that is not suitable in school, before being asked to assist in the search by

emptying their bag, coat, and pockets. Staff conducting searches do so with a reasonable level of respect for students' personal privacy.

Students may be required to undergo screening by a hand-held metal detector (known as a 'wand') even if they are not suspected of having a weapon and without requiring the consent of the pupil.

If a student refuses to comply with a screening or search, the school reserves the right to refuse to have the student on the premises. Health and safety legislation requires schools to be managed in a way which does not expose any pupil or staff member to risks to their health or safety and this includes making adjustments to the admittance of students to ensure safety for all.

12.4 The school works closely with external agencies in order to support students and their families if incidents occur of this nature. This includes, but is not limited to, the police and the local authority to gain access to the appropriate support required.

12.5 False allegations against staff will be treated with extreme severity and disciplinary action will be taken against pupils who are found to have made a malicious accusation against a member of school staff. Staff will act in accordance with their professional duty of care at all times.

13. REWARDS

13.1 Rewards are tracked using internal systems and are issued by staff for a variety of reasons, from good work to positive contributions to school life.

13.2 Termly prize draws for attendance and positive behaviour are awarded through Heads of Year.

13.3 Corridor and Plasma displays each term celebrate excellent effort and achievement. Meeting with the Principal and Senior Leadership Team recognise students with outstanding attitudes to learning.

13.4 Governor's termly awards for students demonstrating individual outstanding achievements are issued.

13.5 Student Leadership positions recognise and develop student's contribution to school life and their effort towards the school community.

14. CHILD-ON-CHILD ABUSE

We recognise that child-on-child abuse can manifest itself in many ways. This can include, but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; up skirting (part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals.

Please refer to the schools Safeguarding Policy 2021:

www.kscs.org.uk/information/policies/safeguarding-child-protection-policy

14.1 All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

14.1.1 Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

14.1.2 Report any form of sexual harassment or abuse made aware to the school between peers to the Police. The Police will then decide to either proceed as a criminal matter or allow the school to work with the young people and the Safer Schools Officer to manage the incident.

14.1.3 Acknowledge that such inappropriate behaviour can exist and will exist (even if it appears to be relatively innocuous) and provide education that helps prevent problematic, abusive and/or violent behaviour in the future.

14.1.4 Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys the perpetrators.

14.1.5 Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

14.1.6 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

14.1.7 Provide high quality Relationship and Sex Education (RSE) and enrichment opportunities including teaching about consent.

14.1.8 Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse.

14.1.9 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

14.2 **Dealing with Sexual Violence and Sexual Harassment between children**

14.2.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

14.2.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a

continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

- 14.2.3** Be clear that sexual violence and sexual harassment will not be tolerated.
- 14.2.4** Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 14.2.5** Make decisions/risk assessment on a case-by-case basis.
- 14.2.6** Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 14.2.7** Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 14.2.8** Consider the welfare of both the victim(s) and perpetrator(s) in these situations.
- 14.2.9** Liaise closely with external agencies, including police and social care, when required.
- 14.2.10** Please refer to Refer to 'Keeping Children Safe in Education - Part Five', 2023, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2023) for full details of procedures to be followed in such cases.

14.3 Responding to Prejudice Related Incidents

We define a prejudice-related incident as:

- any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We will investigate, record, and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related.

Please refer to our 'Responding to Prejudice Related Incidents' policy, 2023.

15. SUPPORTING CHILDREN

All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable, but s/he/they are valued but need to be educated to the consequences of their actions.

The school recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

- 15.1** Providing wellbeing support within school to encourage self-esteem and self-motivation. The school has a team of wellbeing staff that can assist with this. They may be guided by external agencies working with a child before getting involved.
- 15.2** Creating an ethos that actively promotes a positive, supportive, and safe environment and values the whole community.
- 15.3** Liaise with the Designated Safeguarding Team members where safeguarding concerns are linked to mental health in school/college for advice on case management.
- 15.4** Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 15.5** Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

16. CHILDREN WITH DISABILITIES, ADDITIONAL NEEDS OR SPECIAL EDUCATIONAL NEEDS

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties, and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability, and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional support for students to develop strategies to support them. We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

17. REVIEW AND ADAPTATION

- 17.1** Leaders will keep the arrangements detailed in this policy under review. Risk assessments for individual pupils will be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff and pupils. A thorough review of the policy will be undertaken at each phase of reopening, as the numbers of pupils admitted to school alters.