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Behaviour Policy

What is this policy for?

This policy sets out our behaviour expectations, and the rewards and sanctions that are in place to ensure a high standard of behaviour from all pupils.

The vision for behaviour

At Hutton CE Primary we feel it is important to promote a caring and supportive environment where all members of the school community feel secure and respected. This encourages a good standard of behaviour and creates a positive approach to the code of conduct expected. Clear rewards and sanctions, consistently applied support this. We want a safe, secure, happy and calm environment with a positive ethos of praise, where optimum learning can take place.

We want to ensure that every member of the school community, including parents and governors are fully aware of the agreed expectations with regard to behaviour and discipline within the school. We want to encourage respect for self and others, their property and way of life. We want to enhance learning and teaching through good behaviour, established routines and co-operation and to know that behaviour affects everyone.

When is behaviour taught and learned?

Behaviour is taught and learned every day. All staff and helpers are aware that they have a shared responsibility in role modelling and promoting positive behaviour in the school thus developing the children's sense of community and citizenship for the future.

How is behaviour taught and learned?

Behaviour is taught and learned in school and out so we believe clear expectations for children, parents and staff are vitally important so that we can all support one another.

Children can expect staff to:

- Value them as individuals
- Have their best interests at heart and teach them how to behave through demonstrating and modelling
- Reward good behaviour through positive verbal comments and praise, or acknowledge with tribe points or a green card (worth 5 tribe points).
- Reward good behaviour at the weekly Celebration Worship
- Have an understanding that learning is not always easy and to support them when needed.
- Ensure they have a safe environment by trying to prevent (and certainly stopping any) fighting, bullying and potentially hurtful situations
- Follow the appropriate behaviour sanctions- reminder of how to behave, issue yellow or red card if needed (see chart of levels of unacceptable behaviour)
- If behaviour is repeated to contact parents to get them to help us back up our rules.



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School expects children to:

- Respect other people
- Be caring, considerate and co-operative
- Have good manners and behave politely
- Take responsibility for the school environment (handle books carefully, pick up litter, use resources sensibly)
- Follow the uniform code
- Follow the school rules.

School expects parents to:

- Support the school's code of good behaviour and discipline
- Ensure pupils are on time and parents collect them on time
- Ensure pupils are ready to learn (not too tired) and with the right equipment
- Ensure pupils respect the uniform code
- Ensure pupils respect the grounds and supervise their children/preschool children on site
- Take pride in their children's behaviour, manners and language.

What do we learn?

Behaviour is taught in a very positive way.

The school has a clear set of rules which apply throughout the school:

School Rules

Always try to achieve my best

Be a kind, helpful, friendly and responsible member of the school

Care for the equipment and the building at school

Do as I've been asked, set a good example to others

Everyone and the environment deserves respect

Follow the safety code- walk around the school.

The children are reminded of the school rules and the way they are expected to behave.

There are clear guidelines for parents about what is not allowed in school.

These are:

- Disrespect towards other people (bullying/fighting/swearing/shouting)
- Disrespect towards property (interfering with others things/damage to equipment)
- Personal possessions (mobile phones/electronic toys/lollies,sweets and chewing/bubble gum/jewellery (except watches and stud ear-rings)fashion accessories e.g.makeup,nail varnish, false nails and extensions, permanent or temporary tattoos)
- Dropping litter



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How do we measure success in behaviour?

In the event of unacceptable behaviour children may receive a yellow or red card. Records of the yellow cards are kept by the class teacher and given to SLT termly. Red cards (most serious incidents) are recorded by the Head of School.

The number of cards given is monitored by SLT and reported to governors termly.

We consider success in a variety of ways:

- The number of cards given drops
- when the number of pupils requiring cards drops (or are only required for a minority of pupils)
- When pupils who have received cards do not repeat their behaviour and do not require any others.

We are an inclusive school, and as such include children with a variety of needs.

Very occasionally some children may be 'beyond' normal incentives and sanctions for a variety of reasons. These children are unable to recognise any of the normal boundaries of behaviour proposed by the school, and they are unhappy, angry or suffering from low self-esteem. It is important to identify small achievable targets so that they can experience success. In the case of such a child a special behaviour plan will be agreed with the child and parents which concentrates on one target of achievable behaviour which will be regularly monitored by the SENDCO. There will be specific rewards that will motivate the child. In cases like this, the child will be placed on the SEND procedures. Parents will be involved in agreeing the individual behaviour plan that will be consistent with the principles and practices of this policy. All staff will be informed of the needs of the child and will work together to support them.

If we are successful these children may, in time, rejoin the whole school behaviour system. If they do so the number of cards received may increase, whilst they adjust to the revised expectations.

Resources

A clear matrix setting out the behaviour expectations and appropriate sanctions is attached as an appendix to this policy. Although not every misdemeanour can possibly be mentioned it sets a 'level' of expectation to ensure all pupils are treated fairly by all staff.

Safety & Risk

There are various safety rules in place within school.

Children:

- Never leave school without a parent (or parent approved) adult (except Y5/Y6 with written permission).
- Always walk around the buildings
- Stay out of the pond area, cupboards and kitchen (unless supervised)



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Parents:

- Any request for a child to leave the premises during the school day MUST be in writing.
- NO PEDESTRIANS are to use the vehicular (side) gate (Exceptions are in place during covid)
- Do not park on or obstruct the zig zag and yellow lines
- Do park safely and do not obstruct footpaths/driveways
- Do not drop pupils/leave them unsupervised early in the morning (prior to 8:40am)
- Wear an identity badge if you are supporting in school.

Staff:

- Wear identity badges at all times
- Be aware of, and follow, fire procedures.
- Put up your hand as a signal for children to stop playing/learning and follow instructions.

Governors:

- Wear identity badges at all times
- Be aware of, and follow, fire procedures.

Community Involvement & Collaborations

Hutton CE Primary School takes its reputation very seriously. Therefore any pupils attending any trips/visits out of school will be expected to be on their best behaviour. Any pupil whose behaviour is a danger will not be taken out of school on health and safety grounds.

Monitoring and Evaluation

This policy will be monitored to check its effectiveness by the Senior Leadership team. It will be reviewed annually by Governors.

Policy written: March 2020

Policy review: November 2021

Ratified by the Local Governing Body and signed by chair or vice-chair:



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Appendix 1 Levels of Unacceptable Behaviour and Sanctions			
Unacceptable Behaviour	Sanctions	Serious Incidents	Sanctions
Shouting out/interrupting.	<ul style="list-style-type: none"> • Praise those sitting nearby showing appropriate behaviour. • A glare, a shake of the head to show disapproval. • Reminder of the rules. • Warning by teacher/learning support assistant. A clear concise message. "X" if you carry on doing 'Y' then 'Z' will happen to you. • Sitting/working alone. The child should be relocated to another seat or area where they will have a clear explanation of the behaviour required of them to return to their original seat. This behaviour may be the completion of a task or a time period for appropriate action. This will be a maximum of ten minutes. • Children will miss part (age appropriate) of playtime in the morning and be sent to a KS1 or KS2 class to complete work that has been unfinished due to unacceptable" incidents. • At lunchtime pupils will be sent to the Library area with the Learning Mentor (Mon/Tues/Friday) 	<ul style="list-style-type: none"> • Spoiling other people's work. • Taking other people's property. • Persistent breaking of the class rules. Deliberately Breaking school rules. • Frequently avoiding "in-seat" work. • Persistently refusing to work. • Deliberately being impolite. • Deliberately stopping other children learning. • Repeated name-calling/teasing/winding up • Persistent unhelpful, uncooperative behaviour. • Leaving the building without permission. • Misuse of cloakrooms/toilet areas. 	<p>Yellow card given to child and child loses 10 tribe points.</p> <p>One of the following sanctions may be applied:</p> <ul style="list-style-type: none"> • Upper KS2 children will miss all their playtime by going to alternate KS class or stay with class teacher. • Work in another class for a period of up to one hour. • Written apology. • Child spoken to by SENDCO/ Head of School • Behaviour targets set with child. • Informal discussion with parents or notification in home link book if persistent yellow cards occur. <p>If a child receives three yellow cards in a week or refuses to comply to time out then they will be referred to the head teacher.</p>
• Throwing things.			
• Breaking the class rules.			
• Wandering around the classroom.			
• Refusing to work.			
• Thoughtlessly being impolite.			
• Thoughtlessly stopping other children learning.			
• Irritating/winding up other children/name calling/teasing.			
• Unhelpful, uncooperative behaviour.			
• Leaving the classroom without permission.			
• Misuse of school equipment.			



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<ul style="list-style-type: none"> Inappropriate behaviour at lunchtime. 	<ul style="list-style-type: none"> In all these possible strategies once the child has successfully completed their sanction this will be acknowledged. 	<ul style="list-style-type: none"> Frequent inappropriate behaviour at lunchtime. 	
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Levels of Unacceptable Behaviour				
Very Serious Incidents	Sanctions	Extremely Serious Incidents	Sanctions	
<ul style="list-style-type: none"> Swearing and rudeness 	<p>Red card given to child and child loses 20 tribe points. The following will also apply:</p> <ul style="list-style-type: none"> Spoken to by Head of School. Child misses playtime and lunch time break on the day, or next day. If occurs after lunch Friday golden time will be missed instead. Letter to Parents after 3rd red card. <p>If behaviour is repeated:</p> <ul style="list-style-type: none"> Behaviour Plan will be put in place. Parents invited in for a discussion. An internal exclusion may be necessary, where the child may be placed in an alternative area to work or spend their break or lunchtimes. Warning of suspension <p>On some rare occasions the head of school may feel that the formal process should be activated to remove a child from the school temporarily.</p>		<ul style="list-style-type: none"> Parents called immediately Fixed term suspension. An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action. Permanent Exclusion is an extreme step and will only be taken in cases where: Longterm misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy. 	
<ul style="list-style-type: none"> Stone throwing/dangerous play. 				
<ul style="list-style-type: none"> Theft. 				
<ul style="list-style-type: none"> Refusing to follow staff instructions or go to designated person/classroom 				<ul style="list-style-type: none"> Being disrespectful, swearing at or hitting any member of staff.
<ul style="list-style-type: none"> Racist/minority group remarks or behaviour. 				<ul style="list-style-type: none"> Repeated physical aggression to another adult or child.
<ul style="list-style-type: none"> Persistently and deliberately hurting another child (body or feelings) 				<ul style="list-style-type: none"> Bullying and persistent threatening, intimidating or harming behaviour.
				<ul style="list-style-type: none"> Anti-social behaviour.
<ul style="list-style-type: none"> Leaving school without permission. 				
<ul style="list-style-type: none"> Vandalism 				
<ul style="list-style-type: none"> Inappropriate touching. 				



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Appendix 2

Anti Bullying Policy: Hutton CE Primary School

Principles and Values.

At Hutton CE Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils. We want all members of our community to value others and themselves. We recognise that it is only when children feel safe that they will be able to thrive and learn. Bullying of any kind is unacceptable at our school but we recognise that there will be incidents of bullying from time to time because children are young, and make mistakes. If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

We are a TELLING and listening school. This means that anyone who knows that bullying is happening is expected to tell the staff.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear or apprehension.

At Hutton CE Primary School, every allegation of bullying will be taken seriously. Where, after investigation, we find that an incident cannot be defined as bullying it will be dealt with under our behaviour policy.

Objectives of this Policy

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that all bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment and ethos where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils.
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures to prevent, deal with and report bullying through regular training.

To support parents in how we deal with incidents of bullying and how they raise issues with bullying. The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying



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What is bullying?

Bullying is: **'the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'**

(Anti-Bullying Alliance)

In other words, bullying at Hutton CE Primary School is considered to be, **"unacceptable behaviour which occurs 'several times, on purpose'."**

Parents should be aware that we often use **"STOP"– Several Times on Purpose** (childline) to help children recognise behaviour that might be bullying.

What types of bullying are there?

Bullying can encompass a variety of behaviours. These can be categorised in the following ways:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing, threatening, telling tales with express purpose of causing trouble)
- Non-verbal (intimidation by 'looks' and gestures)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and social networking sites misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie: camera, video, I- pad and games consoles facilities including those on mobile phones.
- Sexual (unwanted physical contact, sexually abusive comments, sexting)
- Race (racial taunts, graffiti, gestures)
- Gender Identity (Sexual orientation, sexism, or sexual bullying, homophobia)
- Religion
- Culture
- SEN/ disability
- Indirect (stealing, damaging belongings, targeted graffiti)
- Home circumstances, incl Young carers and poverty

(This is not an exhaustive list and new types of incidents regularly emerge).

Why it is important to respond to bullying.

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who display bullying behaviour should be supported in learning different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

At Hutton CE Primary School we will tackle bullying through both Preventative and Restorative Strategies.



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Preventative Strategies used at Hutton:

We aim to foster a clear understanding that bullying, in any form, is not acceptable. This will be done by:

- Ensuring that this policy is put into practice. We will also regularly raise awareness of the policy with staff, children and parents. The school will be a safe and happy environment, with good attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- Staff promoting and praising positive and supportive behaviour.
- Delivering a curriculum which develops empathy and emotional intelligence and promotes self-esteem and resilience.
- Creating and supporting a culture of mutual respect, consideration and care for others.
- Raising awareness of bullying throughout the whole school community.
- Publicly acknowledging that our school considers bullying to be unacceptable and is committed to dealing with it.
- Ensuring pupils, parents and carers understand that any incidents of bullying will be treated seriously and dealt with immediately.
- Providing staff with opportunities to attend relevant training.

School-wide and Classroom strategies may also include:

- Writing a set of class rules (class contract) together as a class.
- Signing the class contract.
- Participating in Anti-Bullying Week activities.
- E safety activities
- Using weekly PSHE lessons to develop affiliation.
- Activities linked to preventative strategies as part of the school's SRE programme.
- Having discussions about bullying and why it matters during 'Circle-Time' or in response to specific incidents of bullying.
- Holding school or Key Stage assemblies with a specific anti-bullying theme.
- Inviting guests into school to present to children on anti-bullying themes.
- Heightening an awareness of language which supports prejudice-based bullying and thus discouraging its use.
- Staff will reinforce expectations of behaviour as a regular theme in line with our school's Christian ethos and values
- Staff induction and training sessions

Restorative strategies used at Hutton:

Restorative strategies are designed to stop specific cases of bullying; to care for and support those who have been bullied and to address the behaviour of those doing the bullying. These are outlined in the rest of this policy.

How we manage incidents of bullying at Hutton: Children who have experienced bullying

Children who have been bullied will be offered reassurance that their concerns about bullying will always be taken seriously and will be acted upon promptly and that any action taken will not make their situation worse. Staff dealing with the incident will record and monitor for further bullying and take action if required.

Philippians 4:13: I can do all this through Him who gives me strength
Behaviour Policy – November 2021



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Children who are responsible for an action that we believe to be bullying behaviour:

It is recognised that support must also be given to those who carry out the bullying. Changing the attitude and behaviour of bullies will be part of the procedures used by the school both in response to incidents of bullying and in class work. However, the school recognises that, in some cases, sanctions will also have to be used. Sanctions have three main purposes. To:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour; and
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and to recognise the distress it has caused. They also provide an opportunity for restitution: for the pupil to put right the harm they have caused. How each incidence of bullying is handled will be specific and pertinent to those children involved and the incident itself. It is essential that particular reference is made to those who are the victims of bullying and their needs and desires should be handled with sensitivity and care.

If a child feels that they are being bullied:

There are several procedures children are encouraged to follow: (not hierarchical)

- Is it STOP? (Several times on purpose)
- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Write your concern down
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

Procedures when an incident of bullying is reported:

Failure to deal with what can be a minor incident may well lead to more serious incidents in the future.

- Class teacher to be informed (if incident is suspected or reported to other staff members, pupils or parents)
- Incidents will be investigated and decided if bullying has occurred (STOP) or whether the situation needs more monitoring.
- Any incidents and reports of bullying will be recorded by the class teacher on Safeguard and phase leaders, TAs, Learning Mentor and Head of School notified.
- If a racial element to the bullying is suspected, the Head of School must be informed immediately. This may lead to a formal report of the incident being made to the Local Authority.
- An appropriate strategy and plan of action to combat the bullying will be decided upon. Opportunities for restorative actions and possible sanctions put into place.
- Parents of both victim and perpetrator should be informed. If the bullying persists parents will be asked to come in to a meeting to discuss the problem and recorded on Safeguard.
- Numbers of incidents of bullying are reported to governors six times a year in order that the school is held to account for behaviour and learning.



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Restorative practice and sanctions.

Where pupils do not respond to preventative strategies to combat bullying, further action will be taken to deal with bullying behaviour. Sanctions and restorative practices are determined by the nature of the bullying on a case by case basis. These might include:

- Helping children to resolve issues of bullying themselves with support and vigilance from staff.
- Apologising in person.
- Writing a letter of apology
- Withdrawal of break and or lunchtime
- Removal from the group/class activities
- Withholding participation in activities that are not an essential part of the curriculum
- Internal exclusion (seclusion)
- Fixed term exclusion
- Permanent exclusion

Where ever possible pupils will be reconciled and in all cases, after incidents of bullying have been investigated and dealt with, the situation will be monitored to ensure repeated bullying does not take place.

Malicious reporting of bullying could also incur sanctions.

Reporting and Recording

All pupils must be made aware of whom they should go to if they are being bullied or if they are concerned about another child. In the first instance this may be their class teacher. However, pupils may feel more comfortable approaching other members of staff, or indeed, a fellow pupil who may approach a member of staff on their behalf. Parents of those involved will be informed. Parents who are concerned that their children are involved in incidents of bullying can approach any member of staff to report their concerns. They can be assured that all such reports will be taken seriously and investigated fully. Teachers will keep parents fully informed of their findings and any actions taken.

Advice to Parents:

If you suspect that your child is being bullied it is vital that you inform the school so that we can investigate and take any appropriate action. We cannot act on what we do not know about. You can report your concerns to the class teacher, Learning mentor, or Head of school.

What happens next?

- The incidents will be recorded by staff.
- Investigations will take place on the day that we are notified and any evidence gathered.
- In cases where it is clear that bullying has taken place parents of the perpetrator will be informed and will be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- Where it is clear that bullying has taken place work will be undertaken to help the perpetrator to change their behaviour.



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Do Not:

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

Both of these will only make the problem much harder to solve.

All reported incidents of bullying must be recorded in full on Safeguard. This helps to form a broad picture and facilitates the monitoring of patterns of bullying across the school, including other occurrences both current and historical. Staff will also share information about incidents of bullying with relevant staff, including phase leaders. A report on all incidents of bullying concerning the pupils of individual classes will be part of the discussions held between teachers prior to pupils moving year groups.

Appendix 2A. Signs and symptoms of bullying.

Not everyone can express verbally their being a victim of bullying. Instead a person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school/Begs to be driven to school
- Is unwilling to go to school (school phobic)/ truants
- Becomes withdrawn, anxious or lacking in confidence and eye contact
- Change in attitude, becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts self-harm/suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Has unexplained cuts or bruises
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour
- Changes their usual routine
- Begins to do make less effort with school work than previously
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Comes home hungry (lunch has been stolen)

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.



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Appendix 2B: Possible Causes of bullying (taken from examples given by children):

People bully for different reasons. These may include:

- To feel powerful
- Jealousy
- To feel good about themselves
- To be in control
- Because they want something (attention, possession or friends)
- To look good in front of other people
- To feel popular
- Because of peer pressure
- Because they are being bullied themselves
- Because they see and pick on an easy target
- Because they are bored
- For attention

Appendix 2C. Support agencies and sources of information

The following provide support and advice on how to deal with bullying issues and aim to reduce incidents of bullying:

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk 02077303300 KIDSCAPE

Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Childline – Advice and stories from children who have survived bullying 08000 1111

www.bullying.co.uk- Information about bullying on line

www.parentlineplus.org.uk advice and links for parents 0808 800 2222

Parents Against Bullying 01928 576152

<http://www.n-somerset.gov.uk/Education/> - Bullying Advisory Centre for Education

Children's Legal Centre 0845 345 4345

www.cyberbullying.org Advice on preventing and taking action against cyber bullying.

www.chatdanger.com Information about the potential dangers online (including bullying), and advice on how to stay safe while chatting

www.thinkuknow.co.uk The Child Exploitation and Online Protection Centre (CEOP).



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Appendix 3

Peer on Peer Abuse Policy: Hutton CE Primary School

1. Context and definition
2. Responsibility
3. Purpose of the policy
4. Framework and legislation
5. Abuse and harmful behaviour
6. Types of abuse
 - 6.1. Physical abuse
 - 6.2. Sexual violence and sexual harassment
 - 6.3. Bullying
 - 6.4. Online bullying
 - 6.5. Sexting
 - 6.6. Initiation / hazing
 - 6.7. Prejudiced behaviour
7. Expected staff action
8. Recognising peer abuse
9. Points to consider
10. Next steps
11. Preventative strategies
12. Where to go to for further information



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1. Context and Definition

It is essential that **all our staff** understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” 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 accepting it as normal and not coming forward to report it. (KCSIE 21)

Hutton CE Primary School staff 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.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

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

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

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside our Designated Safeguarding Lead and/or Deputies, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2021 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.



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

Peer on Peer abuse is referenced in our Kaleidoscope Safeguarding Policy. The sensitive nature and specific issues involved with peer on peer necessitate separate policy guidance.

At Hutton CE 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.

3. Purpose of Policy

The purpose of this policy is to explore some forms of peer on peer abuse. The policy also includes a planned and supportive response to the issues. At Hutton CE Primary School, we have the following policies in place that should be read in conjunction with this policy:

3.1 Behaviour Policy

3.2 Anti-Bullying including Online Bullying Policy

3.3 Safeguarding Policy

3.4 Managing Allegations / Whistleblowing Policy

3.6 Online Safety Policy

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child'. (Working Together, 2018:21) This is echoed by Keeping Children Safe in Education, 2021 through ensuring procedures are in place in schools and settings to hear the voice of the child.

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 and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.



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- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.
- Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.
- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

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. The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges Sept 2021 with consideration of

- Managing internally 65.1, page 27
- Early Help 65.2, page 28
- Reporting to the police 65.4, Page 29

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



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harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- 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.

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 bullying, the behaviour must be aggressive and include:

- 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 includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

6.4 Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages

Philippians 4:13: I can do all this through Him who gives me strength

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- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

6.5 Sexting / Sharing nude or indecent imagery

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

Upskirting: typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. This must always be referred immediately to the Designated Safeguarding Lead. DSL will follow the UKCIS: Sexting in schools and colleges 2016 guidance.

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.

7. Expected staff action

Staff should share ANY concerns with the DSL/DDSLs. Any concern which seems minor could be used to build a picture.

8. Recognising peer abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret



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- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled. Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

8.1 Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments if appropriate
- Convene a risk management meeting with SLT if appropriate
- Record all incidents and all action taken

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.

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.

8.4 Consider the intent and decide on next course of action

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

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 Policy.

If Social Care or 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.



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8.5 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.

9. Points to consider

9.1 What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked.

9.2 Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

9.3 What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

9.4 What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

9.5 Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

10. Next Steps

Once the outcome of the incident(s) has been established, it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed:

What support they require depends on the individual young person. It may be that they wish to seek one to one support via the Learning Mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is necessary that this young person continues to be monitored and offered support should they require it in the



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future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, NSPCC Pants rule etc.

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 may also be necessary. Particular support from identified services may be necessary through an early help referral and the young person may require additional support from family members. Once the support required to meet the individual needs of the young person has been met, it is important that the young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing, it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This may 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 consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

11. Preventative Strategies

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



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Our 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 such issues 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 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

Young people are part of changing their circumstances and, through school council, 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.



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ANNEX A

Risk Assessment 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 AND STAFF) RISK LEVEL (HIGH, MEDIUM OR LOW) ACTIONS TO REDUCE RISK REVISED)	RISK LEVEL (HIGH, MEDIUM OR LOW)	ACTIONS TO REDUCE RISK	REVISED RISK LEVEL (HIGH, MEDIUM OR LOW)
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 etc. As such has this been referred to the police?				
Is it necessary to limit contact between the children involved?				
Is there an actual or perceived threat from the child alleged to have caused harm				



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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 (for example, bullying or 'retribution' by peers)?				
Do they share classes? Do they share break times? Do they share peer/friendship groups? Do they share transport to/from school?				
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?				



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To be completed for each child:

Action:	Yes/No:	Date:
SLT informed		
Parents informed		
Referral to LM		
Referral to external support		
Referral to SC		
Referral to police		

To be completed for each child:

Action:	Yes/No:	Date:
SLT informed		
Parents informed		
Referral to LM		
Referral to external support		
Referral to SC		
Referral to police		