



BEHAVIOUR AND DISCIPLINE POLICY

Policy owner:	Bridget Laatz (DSL)
Frequency of review:	At least annually
Dates of previous reviews:	August 2020
Date of next formal review:	August 2022
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Linked policies/documents:	Staff Code of Conduct, Safeguarding Policy, Anti-bullying Policy
Comments:	

	Name (role):	Date:
Reviewed:	Governors	
Ratified (Governor):		

This policy applies to: All employees

Behaviour and Discipline Policy

Aims

Our aim is to achieve a high standard of behaviour at St Christopher's Prep and create an environment in which pupils recognise what is expected and learn to take responsibility for their actions. All members of the community are encouraged to care both for themselves and for others. Good behaviour is actively modelled by a professional staff who strive to encourage and reward children for good work and behaviour.

Pastoral Ethos

Pastoral care is a top priority at St Christopher's, as we believe that children will not flourish without feeling safe and secure in their school environment. As such, we endeavour to provide a happy and caring environment where pupils feel valued. There is a strong emphasis on praise and encouragement and children's behavioural achievements are awarded alongside academic and sporting achievement in our weekly newsletters and celebration assemblies. Both teachers and governors value the good relationships that are fostered within the school. Child protection and Safeguarding training are provided to teachers as part of the school INSET programme. The school encourages good behaviour through the content of assemblies, the Personal, Social and Health (PSHE) and Relationships Education (RE) curriculum; form tutors/ class teachers reinforce this ethos.

Bullying

The school does not tolerate any form of bullying. Issues relating to bullying are addressed regularly through assemblies and in PSHE lessons as well as our annual focussed sessions during Anti-Bullying Week. A concern should usually be referred to the Form Tutor in the first instance. If the concern remains, inform the Deputy Head Pastoral, the Deputy Head (Safeguarding) or the Deputy Head (Pre-Prep). Serious or highly sensitive concerns should be referred to the Head. Our *Anti-Bullying Policy* gives further information and is available on the school website

Peer on Peer Abuse

Peer on peer abuse is not tolerated at St Christopher's Prep. Clear guidance on behaviour and conduct are shared with children and reinforced throughout the school year. Support is given to the victim and perpetrator but ultimately a safe and secure environment will be provided to any victim of peer on peer abuse.

Please see details below for further information (taken from the Safeguarding Policy):

Harmful behaviour by other children – peer on peer abuse

Children may be harmed by other children or young people. The School has a zero tolerance approach to abuse. All staff should be aware of how **peer on peer abuse** may manifest itself:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence or touching;

- sexual assaults and sharing nudes and semi-nudes;
- 'Upskirting'.

Staff should be aware that it can happen both inside and outside of school and online. Staff also recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

The School seeks to minimise the risk of peer on peer abuse through: clear supervision of pupils and regular education on high standards of courtesy and respect expected in the language and behaviour of pupils to one another, whether online or in person. Peer on peer abuse can be 'gendered' (for example, KCSIE states that it is more likely that girls will be victims and boys perpetrators) but staff are clear that all peer on peer abuse is unacceptable and will be taken seriously. So-called 'banter' is not an acceptable vehicle for unkindness or abusive behaviour towards others and specific PSHEE resources on banter and unkindness have been developed and are taught each year.

Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the policy. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School may take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the local authority, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

The victim of peer-on-peer abuse will be given strong support, in coordination with their family or carer, via the pastoral system and a School counsellor, using external experts where appropriate.

The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole School community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator – i.e. all children involved will be treated as being "at risk".

Sexual Violence and Sexual Harassment

The full government guidance on sexual violence and sexual harassment can be found via

[this link](#) and the relevant information can be found in Part 5 of KCSIE. 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. 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT+ children are at greater risk.

Staff at St Christopher's Prep are all expected to be aware of the importance of:

- making clear that sexual violence and sexual harassment is never 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. Staff must understand that dismissing or tolerating such behaviours risks normalising them.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). Pupils are regularly reminded of how to contact the safeguarding team, or another member of staff, with any concerns they may have. Whilst making a report to an appropriate adult is the preferred route for pupils to raise concerns, it is recognised that pupils may, on occasion, use

the internet/social media to relate stories of harassment/violence. If these are brought to the attention of the school, they will be investigated and referred in accordance with the procedures within this policy.

There are a number of external agencies which can help and support victims of sexual violence and harassment, these are publicised to pupils and run alongside the support provided by the School.

- **Dedicated NSPCC helpline 0800 136 663**
The new helpline will provide both children and adults who are potential victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals.
- **Childline** <https://www.childline.org.uk> or 0800 1111

Sharing nudes and semi-nudes

What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges ([UKCIS, 2020](#)), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services such as Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention: Report it to the DSL immediately.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Part 5 of KCSIE makes it clear that staff should not view or forward alleged illegal images of a child, and signposts advice for staff on what to do when viewing an image is unavoidable.

The Designated Safeguarding Lead will liaise closely with the relevant Head of Section regarding appropriate pastoral and disciplinary responses. The DSL may be duty-bound to

inform the local authorities and the Police.

The School employs a very wide range of measures to support the pupils and parents in making wise and sensible use of the internet. These include: assemblies and sessions within the PSHEE curriculum for all year groups, an annual parents' seminar, led by Digital Awareness UK and a half termly newsletter published to parents and children on online safety do's and don'ts. All of this takes place within a framework of work on self-esteem, confidence and treating people with kindness and respect, in 'real life' and on-line.

In addition to making the sanctions for involvement in sexting very clear, the School will provide appropriate pastoral support to the perpetrator and the victim.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Pupils with SEN and EAL

Teachers are expected to be familiar with teaching strategies that are appropriate for pupils with SEND and/ or EAL in order to engage them in the classroom and minimise poor behaviour. In addition, teachers should always refer to the IEP of such pupils in order to apply specific strategies pertinent to their needs. With this in mind, teachers should then use the rewards and sanctions system outlined below. Guidance can also be sought from the Head of Learning Support.

Rewards System

The celebration of achievements as a community forms an essential part of this policy.

Pupils can be rewarded through:

- Verbal praise or written comments in exercise books
- The award of House Points which filters into the House competition
- Recognition in assembly
- Inclusion in the weekly Newsletter
- Head's Commendations for excellent attainment or effort in work or extra-curricular activities, including excellent performances in school matches
- Random Acts of Kindness bands handed out to any pupil showing kindness to others
- Citizenship badges to reward pupils for consistently upholding the values of the school
- Certificates for examination performance and best effort in each form in end of term

- assemblies, and in periodic Marks for the achievement of the 'gold' standard
- Cups and trophies at the annual Prize-giving for outstanding work in individual subjects, citizenship, behaviour, effort (in sections), art, music, drama and sport
- The Head's Award at Prize-giving
- The award of half and full colours in sport, art, music and drama
- The appointment of Head Pupils, prefects, form captains (termly), captains of sport, Head Librarians, Head Chorister and School Council Chair and representatives (voted by pupils)
- Letters from the Head indicating outstanding achievement or behaviour
- Postcards from teachers to recognise their achievements

Sanctions

St Christopher's believes that the encouragement of good behaviour, self-discipline and respect amongst its pupils is the foundation upon which pastoral care at the school is based. However, there are some behaviours that need correcting and in extreme cases which simply cannot be tolerated. The school has a clear set of sanctions and discipline measures. All sanctions are designed to be constructive, positive and provide opportunities for reflection, discussion and resolution of concerns and are for the benefit of the pupil and the school community. Misdemeanours in school may be resolved through conversations or meetings with pupils and/or parents, letters to parents or detentions depending on the severity and frequency of offence.

Sanctions for Middle and Upper School include:

- Short reports for help with organisation- *Reminders* are also used to help children who continually have organisation lapses. These are recorded in their Pupil Planners. Children can be put on an Organisational Short Report for continued *Reminders* and are supported by their form tutor to help improve in these areas.
- Red and amber cards
- Break time detention
- After school detention
- Head's Detention
- Internal Suspension or suspension

Pre-Prep

Children and parents are made aware of the rules in each class and if a pupil misbehaves then the class rules will apply. Children will be given every opportunity to turn around their behaviour, and class teachers and teaching assistants spend a considerable amount of time supporting children in making the correct choices with regards to their behaviour.

If poor behaviour continues then the child may be asked to see the Deputy Head (Pre-Prep). Should the child's behaviour not improve then the child may be sent to the Head or Deputy Head Pastoral. Parents will be kept regularly informed of behavioural issues. Continued unsatisfactory behaviour will result in restricting time at playtime and being kept away from other children. Should behavioural problems not be resolved then the child may be suspended or excluded.

Should a child have extreme behavioural issues then, in consultation with our SENCO and

parents, we will seek advice from outside professionals to act in the best interests of the child and to help them follow school routines as well as instructions to keep him or herself and others safe.

Middle and Upper School

All pupils receive a pupil planner in which there is a list of 'School Rules', which is updated annually and explained at the beginning of each year. This is a detailed document designed to provide clarity to pupils so that they understand expectations of behaviour and the sanctions relating to different misdemeanours. The planner also contains advice on bullying and how a pupil may seek help or advice.

If a pupil behaves in contrast to the school rules or in an inappropriate manner, they will usually receive a verbal warning from the teacher involved and will be given an opportunity to rectify their behaviour. If the behaviour continues, or if the misconduct is considered to be significant enough to warrant an immediate sanction, the pupil will receive an Amber or a Red card.

Amber cards can be given for breaking school rules or for inappropriate behaviour. Examples of conduct which might lead to an Amber card being given are persistent disruption of lessons, name-calling, play fighting, inappropriate language, non-permitted items in school and interfering with property.

Red cards will be given for more serious misdemeanours such as swearing, challenging staff or overly physical behaviour.

If a pupil receives an Amber card, they will be asked to present it to the Head of Section or Deputy Head Pastoral, who will discuss with them strategies to rectify their behaviour. If a pupil receives a Red card, they will present this to the Head of Section or Deputy Head Pastoral and will serve an after school detention, which will take place on the next available day. A pupil receiving 3 Amber cards in a half term will also receive an after school detention and 5 amber cards within a half term would lead to a Head's detention. If a pupil receives 2 Red cards in a half term, this would also result in a SaHead's detention and a further Red card may warrant an Internal Suspension.

A Head's detention or Internal Suspension may be given for a serious misdemeanour which warrants more than a Red Card. A fixed-term suspension or exclusion is, of course, also possible for serious individual incidents. Ultimately, the Head reserves the right to determine the nature of any sanction. The Head and/ or Deputy Head Pastoral will contact parents to discuss the reasons for any suspension or exclusion. More details can be found in our exclusion policy.

Should a teacher feel it would be of benefit to the child, they will be placed on an Organisational or Behavioural Short Report by the Head of Section. This system allows teachers to closely monitor a pupil's progress.

Physical Intervention

Physical intervention to avert an immediate danger of personal injury to, or an immediate

danger to the property of, a person (including the child himself) is extremely rare but permissible if the advantages of such action outweigh the disadvantages and members of staff assess potential risks before acting. Any occasion where physical intervention is used to manage a child's behaviour is discussed with DSL and then recorded and parents informed on the same day or as soon as reasonably practicable.

Corporal punishment is not used at St Christopher's.

Pupil Exclusion

The Head may at her discretion suspend, require parents to remove or, in serious or persistent cases, permanently exclude a child from the School if he considers that the child's attendance, progress or behaviour (including behaviour outside school) is unsatisfactory and in his reasonable opinion the removal is in the School's best interests or those of the child or other children. A series of suspensions during the course of any term may also result in permanent exclusion.

Serious misdemeanours might include but are not restricted to:

- bullying and cyber-bullying
- racism
- theft
- sexual activity
- taking, storing or distributing sexually explicit and inappropriate images via an electronic device
- taking drugs
- violent behaviour
- Peer on peer abuse

Pupils who are found to have made malicious allegations against members of staff will face a very serious sanction.

The Head may also in his discretion require parents to remove or may suspend or, in serious or persistent cases, exclude a child if the behaviour of either parent is, in the opinion of the Head, unreasonable and affects, or is likely to affect adversely, the child's or other children's progress at the School, or the well-being of School staff, or bring the School into disrepute. The Head will act fairly and in accordance with the procedures of natural justice and would not permanently exclude any pupil other than in grave circumstances. There would be no refund of fees in such circumstances and all outstanding fees and charges must be paid, but fees in lieu of notice would not be charged. The Head will consult with the Chairman of Governors before permanently excluding a pupil.

Parents of any pupil permanently excluded by the Head will be informed of their right of appeal to the School Governors in accordance with the School's *Exclusion Appeals Procedure*, a copy of which is available upon request from the School Office.

Parents

We aim to deal with issues of discipline in a positive manner and with a view to providing long-term solutions. Parental support is central to the success of our aims and we work

alongside parents to resolve issues as they arise. As a matter of policy, we do not discuss the discipline of individual pupils with parents other than those of the child concerned.

Annex A: Behaviour Principles during COVID-19

The COVID-19 situation has resulted in the entire school learning from home at various stages since the Summer Term 2020. There may be future occasions where a class, year group or the whole school would have to move to remote learning again. Behaviour for remote learning and the code of conduct for behaviour and acceptable usage are outlined in the Pupil Remote Learning Acceptable Use Policy. The government checklist for school leaders to support full opening: behaviour and attendance, has been used to contribute to this annex, a link can be found [here](#).

In addition to this, pupils who are on the school site will be given clear guidelines for expectations for behaviour regarding:

- Following altered routines for arrival or departure and attendance being required
- Following instructions on hygiene, such as handwashing and sanitising
- Following instructions on how pupils can socialise and interact with whilst at school
- Movement around school and the one way system in place
- Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- Following rules about sharing any equipment or other items including drinking bottles
- Amended expectations about breaks or play times, including where children may or may not play and social distancing
- Correct use of toilets
- Clear rules about coughing or spitting at or towards any other person
- The school's rewards system will continue to operate for all pupils
- The school's system of sanctions will continue to operate for all pupils

The school will continue to support pupils pastorally through regular check-ins with their class/ form teachers and calls to parents where necessary as well as focussed form time and assemblies. The school will take into consideration for both rewards and sanctions the impact that COVID-19 and lockdown may have had on pupils' behaviour, mental health and wellbeing. The Deputy Head Pastoral delivered training to all staff regarding the impact of COVID-19 on the mental health and wellbeing of pupils. Tutors and Section Heads will work with pupils on a group and individual basis to address any issues or concerns.

3.1.1 Harmful behaviour by other children – peer on peer abuse

Children may be harmed by other children or young people. The School has a zero tolerance approach to abuse. All staff should be aware of how **peer on peer abuse** may manifest itself:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
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- physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm;
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Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures. All such instances must be reported to the DSL and will be dealt with in accordance with the policy. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and local services in accordance with the procedures in this policy.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School may take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

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The victim of peer-on-peer abuse will be given strong support, in coordination with their family or carer, via the pastoral system and a School counsellor, using external experts where appropriate.

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3.1.2 Sexual Violence and Sexual Harassment

The full government guidance on sexual violence and sexual harassment can be found via [this link](#) and the relevant information can be found in Part 5 of KCSIE. 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. 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. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

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- making clear that sexual violence and sexual harassment is never 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. Staff must understand that dismissing or tolerating such behaviours risks normalising them.

Sexual violence

It is important that School staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Full legal explanation of what constitutes a sexual offence can be found in KCSIE.

What is consent?

This vital question is covered in PSHEE in Year 7 and 8 to ensure that pupils at School understand consent in an age-appropriate context. Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Note: the school has been following the government’s new [Relationships and Sex Education \(RSE\) curriculum](#).

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can cross a line into sexual violence and in considering this the School will take into account the experience of the victim.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
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- **Childline** <https://www.childline.org.uk> or 0800 1111

3.1.3 Sharing nudes and semi-nudes

What do we mean by sharing nudes and semi-nudes?

In the latest advice for schools and colleges ([UKCIS, 2020](#)), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services such as Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident comes to your attention: **Report it to the DSL immediately.**

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
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- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident with other members of staff, the young

person(s) it involves or their, or other, parents and/or carers.

- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

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(See the School ICT Acceptable Use policy, the Online Safety policy and the Pupils' AU Policy).

In addition to making the sanctions for involvement in sexting very clear, the School will provide appropriate pastoral support to the perpetrator and the victim.

On the homepage of the School intranet, there is a clearly visible button which brings up advice and links to enable pupils to report concerns or worries relating to keeping safe on-line.

3.1.4 Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.