



BEHAVIOUR POLICY

**The Deanery Church of England High
School**

June 2024

Next review date:	June 2025
Author:	Headteacher
Reviewed by:	Pastoral Committee
Issue to staff:	Y/N
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Aims

This policy aims to:

- Ensure that there is impeccable behaviour at The Deanery
- Ensure that all members of the school community are treated with respect, dignity and kindness
- Provide a consistent and fair approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Summarise the roles and responsibilities of different people in school
- Outline our system of rewards and sanctions

This policy supports the school aim that we provide an education which enables all members of our school community to flourish and experience 'life in its fullness' (John 10:10). It is fundamentally rooted in our Christian values:

- **Hope** – trusting the loving purposes of God as reflected in the life of Christ, and bringing that hope to others
- Reconciling **Compassion** and **Justice**
- Demonstrating **Integrity** and **Grace** when dealing with difficult situations
- Showing **Wisdom** when things go wrong and allowing for fresh starts (Forgiveness, Peace and Reconciliation)
- **Courage** – conviction and determination to do the right thing for pupils and the school

The school defines impeccable behaviour as:

- A calm, orderly environment in which pupils can learn and teachers can teach without disruption
- Respect for adult authority; school is run by adults, for children
- Positive social norms and expectations
- Universal routines that are precisely defined and consistent

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools 2014](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools 2013](#)
- [Supporting pupils with medical conditions at school](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- [Behaviour in schools Advice for headteachers and school staff September 2022](#)
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#)
- Keeping Children Safe in Education September 2020 (including updates for 2022
- where appropriate) and Working Together to Safeguard Children 2018 (including updates for December 2021 where appropriate)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Absconding from lessons and internal truancy

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Persistent disruption
- Repeated defiance and failure to follow instructions
- Repeated absconding from lessons and internal truancy
- Multiple on calls within one day
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Setting off the fire alarm
- Swearing
- Inappropriate language to adults and verbal abuse
- Smoking, including vaping
- Racist, sexist, homophobic, transphobic or discriminatory behaviour of any nature
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, Vaporisers & Electronic Cigarettes
 - Fireworks
 - Pornographic images or video
 - Any article that an adult reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Misbehaviour and/or serious misbehaviour outside the classroom includes:

- Lapping and not attending lessons on time
- Dangerous behaviour in the corridors or on the yard
- Shouting and disturbance on corridors
- Smoking
- Failure to follow the instructions of staff on duty
- Setting off the fire alarm

Misbehaviour and/or serious misbehaviour outside school includes:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances '*to such an extent as is reasonable*'.

In line with DFE guidance, the school may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school organised activity or travelling to and from the school
- Wearing the school's uniform or in some other way identifiable as a pupil of the school
- For behaviour that poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school

Mobile phones

Mobile phones must be switched off and kept in bags for the entire school day. Headphones must not be visible. If either items are seen by a member of staff they will be confiscated until the end of the school week. The phone will remain in the main office safe. If a parent wishes to collect the mobile phone before the end of the confiscation period they may do so; we would discuss with the parent the importance of keeping the phone confiscated at home until the end of the school week and in doing so would seek their support of our behaviour policy. Identical restrictions apply to all other electrical devices including smart watches.

Mobile phones are not permitted in any external exam.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

The policy applies to all members of the school community and includes peer on peer bullying, adult to child, child to adult and adult to adult bullying.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, inappropriate or unwanted physical contact
Bullying based on race, religion, culture, gender, sexual orientation, gender identity, SEND	Taunts, graffiti, gestures, any other aspects of associated definitions
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy including:

- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- Sanction procedures, referring to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

We would advise parents of pupils who are victims of online bullying (which takes place outside school) to report to it to the police as school cannot take responsibility for such behaviour. School will however support families and children by applying our behaviour policy meticulously in school and providing support for pupils who are involved in online bullying. Cyber bullying/ Online bullying includes **but is not limited to**: threatening behaviour, harassment, invasion of digital privacy, exposure of personal information without consent (doxing), malicious content sharing, password theft, distribution of images without consent, sexting, body shaming, social media bullying, trolling, controlling behaviours, sexual harassment, fraping, catfishing, exclusion.

Roles and responsibilities

The Governing Body

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body.

The Headteacher will ensure that The Deanery Church of England High School encourages positive behaviour and that adults deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

No behaviour policy can cover all eventualities. The Headteacher reserves the right to use discretion to help pupils at The Deanery make better choices and learn the right lessons.

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Implementing the 'culture and routines' expectations
- Implementing Teaching and Learning strategies aimed to support behaviour, such as the 'silent settler'
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Senior Leadership Team will
 - Uphold high standards of behaviour and discipline at all times
 - support staff in responding to behaviour incidents
 - be present at key points in the school day to support and model culture

All staff at The Deanery have statutory and delegated authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006) and are expected to do so in all circumstances.

This authority applies to outside of the school premises when a pupil is uniform or is travelling to and from school.

Staff have a power to impose detentions outside of school hours and to confiscate property prohibited in this policy.

Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct
- Sign and support fully the Home-School Agreement
- Agree to, and follow, the Parent and Carer Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Head of Year or Senior staff promptly
- Attend Parents' Evenings and other meetings to support their child's behaviour and progress

Pupil Code of Conduct

See the school's Behaviour to Flourish document

Culture and Routines at The Deanery (staff document)

See the school's Behaviour to Flourish document

Rewards and sanctions

Positive behaviour will be rewarded with:

- Praise and recognition (verbal)
- Achievement points on Synergy
- Letters/ emails or phone calls home to parents
- Special responsibilities/privileges
- Attendance on rewards trips
- Positive postcards and Headteacher postcards
- Year group reward activities
- Leadership opportunities

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Faculty Remove – being removed to another classroom
- Teacher detentions at break, lunchtime or after school
- Faculty detentions
- Head of Year detentions (20 minutes at lunchtime or 30 minutes after school)
- Senior Progress Leader detentions (45 minutes after school)
- SLT detentions (minimum 60 minutes Friday after school)
- Being placed on report which escalates as follows: Form Tutor, Head of Year, SPL, SLT Link, Deputy Headteacher
- Letters or phone calls home to parents
- Removal to Internal Exclusion in 'Room to Improve' for a period of time
- Attending Twilight School from 1-5pm
- Placement Exclusion in another school's Internal Exclusion facility
- Respite Placements in another school for a fixed period of time

- Fixed Term Exclusion
- Permanent Exclusion

Suspension

For further details, please see Exclusions Policy. Suspension, of varying lengths, may be issued for:

- Instances of serious misbehaviour, whether repeated disruption or one-off incidents
- Swearing at staff
- Refusing to attend Internal Exclusion (Room to Improve)
- Failure to follow rules and expectations in Internal Exclusion (Room to Improve)
- Failing a Reintegration Meeting following a Fixed Term Exclusion through not agreeing to follow rules and expectations
- Repeated occasions of placement in Internal Exclusion
- Fighting
- Escalation of Suspensions and Rehabilitation

First Suspension

- Reintegration meeting held with Head of Year and SPL
- Pupil goes on monitoring report to SPL for a minimum of 2 weeks/ reducing to HoY for further 2 weeks (minimum)
- Behaviour & Learning Mentor sessions arranged for a minimum of 4 weeks

Second Suspension

- Reintegration meeting with **Head of Year and SPL**
- Pupil goes on monitoring report to Head of Key Stage for a minimum of 2 weeks.
- SPL creates and shares pupil passport with the meeting including a Positive Handling Plan, the significance of which is shared with parents as it includes the potential for Team Teach and if appropriate a PSP organised by TESS and overseen by the Local Authority.
- TESS permission sought if not already open to them
- Additional intervention strategies discussed including timescales and measures of success/ planned review period
- 3-day rehabilitation plan arranged which will be bespoke to the situation but may include: placement suspension, internal isolation, TESS, emergency therapeutic assessment or other relevant interventions.

Third Suspension

- Reintegration meeting with the **Head of Key Stage and/ or SENCO**
- Pupil goes on monitoring report to the Head of Key Stage or SENCO
- Positive Handling Plan and PSP is reviewed and amended based upon discussion at reintegration meeting
- Alternative curriculum/ temporary reduced timetable and external provision considered at this point
- Additional intervention strategies discussed including timescales and measures of success/ planned review period
- Respite considered and arranged (if feasible and has the potential to be successful)
- Educational Psychologist appointment arranged via external provider

Fourth Suspension

- Reintegration meeting with the Deputy Headteacher Pastoral
- Pupil goes on monitoring report to the Deputy Headteacher Pastoral
- Pre-permanent exclusion plan shared with parents and pupil which includes all of the above and outlines the severity of any further exclusion
- Additional intervention strategies discussed including timescales and measures of success/ planned review period
- Governors' 15-day+ panel or pre-permanent exclusion panel convened

Fifth Suspension

Consideration of Permanent Exclusion

If pupil is to be reintegrated, this meeting will be held with the Deputy Headteacher Pastoral and the Headteacher

Pupil goes on monitoring report to the Deputy Headteacher

Additional intervention strategies discussed including timescales and measures of success/ planned review period

Permanent exclusion

For further details, please see Suspensions Policy.

Permanent exclusion is a last resort, following the use of a wide range of other strategies and is an acknowledgment that all available strategies have been exhausted.

A permanent exclusion may be issued for:

- Persistent disruption and defiance
- Persistent bullying (which would include racist/homophobic/transphobic bullying).
- A one-off serious offence, which might include:
 - Serious actual or threatened physical assault against a student or a member of staff
 - Supplying, possession and/or use of an illegal drug or associated paraphernalia on school premises
 - Sexual abuse or assault
 - Carrying an offensive weapon: offensive weapons include any knife or bladed instrument irrespective of length. Axes, BB guns, air guns, GATT guns, catapults, slings etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual.
 - Making a malicious serious false accusation against a member of staff
 - Potentially placing students, staff and members of the public in significant danger or at risk of significant harm
 - Arson
 - Criminal offences committed on the School site, whilst representing the School or whilst on the way to or from the School.
- An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school or when their behaviour affects the positive reputation of the school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy, up to and including permanent exclusion.

Please refer to our Safeguarding Policy and our Statement of Procedures for Dealing with Allegations of Abuse against Adults for more information on responding to allegations of abuse. Incidents which are categorized as Abuse against Adults are logged and monitored by the DSL, on CPOMS.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In line with the Education and Inspections Act 2006, staff may use reasonable force to restrain a pupil to prevent them:

- committing an offence
- Causing disorder
- Hurting themselves or others
- Damaging property

The DFE document 'Use of Reasonable force' July 2013 states that schools can use reasonable force to:

- Remove disruptive pupils from a classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or trip/visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- Stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search without consent for prohibited items

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Team Teach will be used where pupils need guiding, escorting or restraining. This will happen only when necessary but is a vital part of our ability to ensure pupils do not disrupt school life. Team Teach trained staff will use this tool following the exhaustion of all reasonable de-escalation and encouragement techniques (where appropriate). All Team Teach guidance will be followed and when a pupil has been escorted or restrained, a serious incident will be logged as per Team Teach protocols. This will be reviewed and countersigned by the Deputy Headteacher Pastoral or the Headteacher.

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Searching and screening pupils will be conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

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

Prohibited items include (not an exhaustive list):

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and associated smoking paraphernalia including vapes
- Fireworks
- Pornography
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers from the Wigan TESS Service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school will liaise with external agencies and plan support programmes. We will work with parents to create the plan and review it on a regular basis.

Peer on Peer Abuse and Sexual Violence

The Deanery Church of England High School and Sixth Form College recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up". We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

In cases where peer on peer abuse is identified we will follow our safeguarding and child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Up-skirting
- Bullying
- Radicalisation

- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, safeguarding and child protection policy and online safety policy.

This section of our Behaviour Policy concentrates on peer on peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in Keeping Children Safe in Education (September 2019) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it.

We acknowledge that children who have allegedly abused their peers or displayed harmful sexual behaviour are themselves vulnerable and may have been abused by peer, parents or adults in the community.

Understanding Peer on Peer abuse:

Sexual violence and sexual harassment can occur between two children of any age and sex or a group of children sexually assaulting or sexually harassing a single child or group of children. The impact of this behaviour on children can be very distressing and have an impact on academic achievement and emotional health and wellbeing.

Sexual harassment and sexual violence may also occur online and offline.

Peer on Peer abuse behaviour:

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. In this policy we recognise the importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: -

"Sexual behaviours expressed by children...that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child...or adult." We will also use Simon Hackett's continuum model to demonstrate the range of sexual behaviours.

Vulnerable groups

As demonstrated in our Safeguarding and Child Protection policy, we recognise that all children can be at risk however we acknowledge that some groups are more vulnerable. This can include: experience of abuse within their family; living with domestic violence; young people in care; children who go missing; children with additional needs (SEN and/or disabilities); children who identify or are perceived as LGBT and/or have other protected characteristics under the Equalities Act 2010. Whilst research tells us girls are more frequently identified as being abused by their peers and, girls are more likely to experience unwanted sexual touching in schools this is not confined to girls. Boys are less likely to report intimate relationship abuse and may display other behaviour such as antisocial behaviour. Boys report high levels of victimisation in areas where they are affected by gangs. We recognise that both boys and girls experience peer on peer abuse, but they do so in gendered ways.

Indicators

Again, as stated in our Safeguarding and Child Protection policy, all staff should be aware of indicators, which may signal that 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.

Responding to Alleged Incidents Responding to reports of sexual violence and sexual harassment

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

The immediate response to a report

We will take all reports seriously and will reassure the victim that they will be supported and kept safe. All staff will be trained to manage a report.

Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.

A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

Where the report includes an online element the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

The DSL will be informed as soon as possible.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them; Risk assessments will be recorded (written or electronic say where these are filed) and be kept under review

The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

Action following a report of sexual violence and/or sexual harassment

Following an incident, we will consider:

The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment

The nature of the alleged incident(s), including:

- Whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, adult students or school staff; and other related issues and wider context?

Follow up Actions

Children sharing a classroom

Whilst the school establishes the facts of the case and starts the process of liaising with children's social care and the police, the perpetrator will be removed from any classes they share with the victim. We will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Options to manage the report

Manage internally

- 1 In some cases of sexual harassment, for example, one-off incidents, we may decide that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour and bullying policies and by providing pastoral support.

This decision will be made based on the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All decisions, and discussions around making these decisions will be recorded and stored (by the DSL/ DDSL or pastoral team on CPOMS).

- 2 In line with 1 above, we may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- 3 Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to the MASH following locally agreed protocols. Where statutory assessments are appropriate, the designated safeguarding lead or a deputy will be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

Reporting to the Police

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

The end of the criminal process

If a child is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all children. We will consider any suitable action following our behaviour policy. If the perpetrator remains in school we will be very clear as to our expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate about the perpetrator's timetable. Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school. We will ensure all children involved are protected, especially from any bullying or harassment (including online). Where cases are classified as "no further action" (NFA'd) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. We will continue to support all parties in this instance.

Where a criminal investigation into sexual assault leads to a conviction or caution, we may, if we have not already done so, consider any suitable sanctions using this behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

Physical Abuse

While a clear focus of peer on peer abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive. These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

When dealing with other alleged behaviour which involves reports of, for example, emotional and/or physical abuse, staff can draw on aspects of Hackett's continuum to assess where the alleged behaviour falls on a spectrum and to decide how to respond under this behaviour policy. This could include, for example, whether it:

- is socially acceptable
- involves a single incident or has occurred over a period of time
- is socially acceptable within the peer group
- is problematic and concerning

- involves any overt elements of victimisation or discrimination e.g. related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability
- involves an element of coercion or pre-planning
- involves a power imbalance between the child/children allegedly responsible for the behaviour
- involves a misuse of power

Online Behaviour

Many forms of peer on peer abuse have an element of online behaviour such as cyberbullying and sexting. Policies and procedures concerning this type of behaviour can be found (in anti- bullying policy, online safety policy, and child protection policy)

Prevention

The Deanery Church of England High School and Sixth Form College, actively seeks to raise awareness of and prevent all forms of peer-on-peer abuse by:

- Educating all Governors, Senior Leadership Team, staff and volunteers, pupils and students, and parents about this issue. This will include training all Senior Leadership Team, staff and volunteers on the nature, prevalence and effect of peer-on-peer abuse, and how to prevent, identify and respond to it. This includes:

(a) Contextual Safeguarding

(b) The identification and classification of specific behaviours; and

(c) The importance of taking seriously all forms of peer-on-peer abuse (no matter how low level they may appear) and ensuring that no form of peer-on-peer abuse is ever dismissed as horseplay or teasing

- Educating children about the nature and prevalence of peer-on-peer abuse via PSHE and the wider curriculum
- Pupils/Students are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse
- They are regularly informed about the school's approach to such issues, including its zero-tolerance policy towards all forms of peer-on-peer abuse
- Ensuring that all peer-on-peer abuse issues are fed back to the school's safeguarding team so that they can spot and address any concerning trends and identify pupils/students who maybe in need of additional support
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with Governors, Senior Leadership Team, all staff and volunteers, pupils/students and parents to address equality issues, to promote our school values, and to encourage a culture of faith, hope, love, wisdom, courage and integrity amongst all members of the school community
- Creating conditions in which our pupils/students can aspire to and realise safe and healthy relationships
- Creating a culture in which our pupils/students feel able to share their concerns openly, in a non-judgmental environment, and have them listened to; and
- Responding to cases of peer-on-peer abuse promptly and appropriately

Training

Our staff are provided with training on managing behaviour as part of our CPD programme. Some are trained in the Team Teach method of the proper use of restraint.