



## ***Policy under review post-Covid-19***

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### **Behaviour Policy**

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This policy should be read in conjunction with:

Safeguarding Policy

Staff Professional Code of Conduct

Guidance on the use of force to control/restrain pupils

Anti-bullying Statement

Attendance Statement

Equality Statement

#### **Abbreviations**

ASD	After school detention
PSP	Pastoral support plan
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs or Disability
H1	Internal Exclusion Room
DSL	Designated Safeguard Lead
DDSL	Deputy Designated Safeguard Lead
HOKS	Head of Key Stage
PSA	Pastoral Support Assistant

## **Introduction**

The vast majority of students at Kingsbury Green Academy are well behaved. However, there are occasions when students fail to meet our high expectations and intervention is required. The aim of this document is to give clarity to all students, members of staff and parents of the behaviour policy if a student fails to meet the expectations of the school. It should be remembered when reading this policy that it is used much less than the school praise system.

## **Vision**

The vision at Kingsbury Green Academy is to be an outstanding centre for learning, built around our values of respect, resilience and responsibility. Students will show respect to one another, the staff and the school environment through acts of kindness, so that every person feels safe and has a sense of belonging to the school community. Whilst at the school, students will be supported to develop their own levels of resilience to ensure they can meet the inevitable challenges they will face along their learning journey. Students will always be expected to take responsibility for their own learning journey and conduct whilst at the school. At the end of their time at the school, students will be resilient with strong communication skills, organisation, drive and initiative to be our future leaders. This will lead to examination success that unlocks the door to their future.

## **The pillars of the KGA behaviour policy**

- A calm and purposeful environment, where everyone feels safe
- An expectation of the highest standards of behaviour to achieve an environment where outstanding teaching and learning can take place
- Systems that are clear to all stakeholders and that identify issues quickly, followed by effective intervention and support
- Clear communication between the school and home to ensure an effective relationship to promote the very best behaviour from individual students.

## **Expectations of the school policy and staff**

- Consistent, calm, adult behaviour
- First attention of best conduct. This is a staff mind set, that looks to celebrate students' achievement first.
- Consistent routines, which create clarity and consistency amongst all stakeholders.
- Restorative conversations to repair broken relationships

## **Expectations of Parents/Carers**

A crucial element of ensuring outstanding behaviour at Kingsbury Green Academy is the relationship between the school and the parents/carers. Therefore, the school expects parents/carers to support the school by:

- Supporting their child to fulfil their responsibilities as a student at Kingsbury Green Academy
- Attending all relevant parental meetings
- Communicating constructively with the school by telephone, email or letter
- Supporting decisions taken by the school to uphold the highest expectations and promote good behaviour

## **Expectations of students**

Students:

- Show respect to all staff, their peers and the school environment at all times
- Take responsibility and are accountable for their actions
- Show resilience and learn from their errors, following reflection and restorative conversations

## **KGA Systems**

The KGA behaviour systems are broken down into three types:

1. Behaviour in the classroom
2. Outside of the classroom
3. Other serious types of behaviour

## 1. Behaviour in the classroom

In every lesson, every student is expected to:

- Enter the classroom and be seated when invited to do so by the member of staff leading the lesson
- Sit silently whenever the register is taken
- Listen in silence whilst the teacher is talking
- Not shout out answers
- Work hard without disrupting any other students' learning
- Politely follow all instructions from the teacher, and at the first time of asking

Every teacher will enforce these expectations in their class and within their own established systems. These systems will be made clear at the start of the year by the teacher during an "establishment" lesson. Students will record these systems in their exercise books at the start of the school year and the teacher will often revisit the systems to remind students. In some practical- based subjects, the established rules will be displayed centrally (e.g. in changing rooms, in workshops etc).

If a student fails to meet any of these expectations, the teacher will clearly tell the student that they have received a warning, and this warning will be recorded on the board. The warning cannot be withdrawn by the teacher as an incentive to improve behaviour. If the student fails to meet the expectations for a second time in a lesson, then they will be sent to H1, where they will spend the rest of the lesson and will receive an after school detention (ASD). The teacher will email H1 with the name of the student and a brief reason (e.g. disruption) and log on the computer system (SIMS). The student has 5 minutes from the teacher emailing to independently arrive at H1 or they will receive a fixed term exclusion of one day. If a student is in a PE lesson, extra time will be given for them to get changed.

The teacher will not give scattergun warnings. If a student is given a warning, they could possibly show secondary behaviour (e.g. a negative reaction to the decision) but this should not result in an immediate removal from class, unless their reaction is extreme. The student should be given time to reflect on their behaviour and make the correct choice. However, if the behaviour persists then the student should be removed.

When a student arrives in H1, they will complete a reflection sheet and then complete work based in H1. The students will complete the rest of the lesson in H1 and then return at 3pm for their ASD until 4pm on the day of the incident. The school will notify parents/carers that their child will be staying in school until 4pm. If a student is sent to H1 after lunch, then they will complete their ASD the next day. If a student is sent out of a second lesson in the same day, they will spend the rest of the day in H1. Also, if a student fails to leave the classroom orderly or meet the expectations of H1 when they arrive then it will be considered whether they should stay in H1 for the rest of the day.

### Restorative Conversations

When a student has been sent out of a classroom to H1, there has been a breakdown in the student-teacher relationship. There may be one or several reasons for this, but the cause of the breakdown must be addressed and resolved. This will be through a restorative conversation.

The expectation is that the member of staff will meet the student before the end of their time in H1, normally between 3pm and 3.15pm, unless there are exceptional circumstances. The meeting will answer six key questions.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how?
6. What should we do to put things right/ how can we do things differently in the future?

The restorative conversation will determine what the student did wrong, how their behaviour disrupted the learning and how it can be avoided in the next lesson. If appropriate, another adult will be asked to join the conversation.

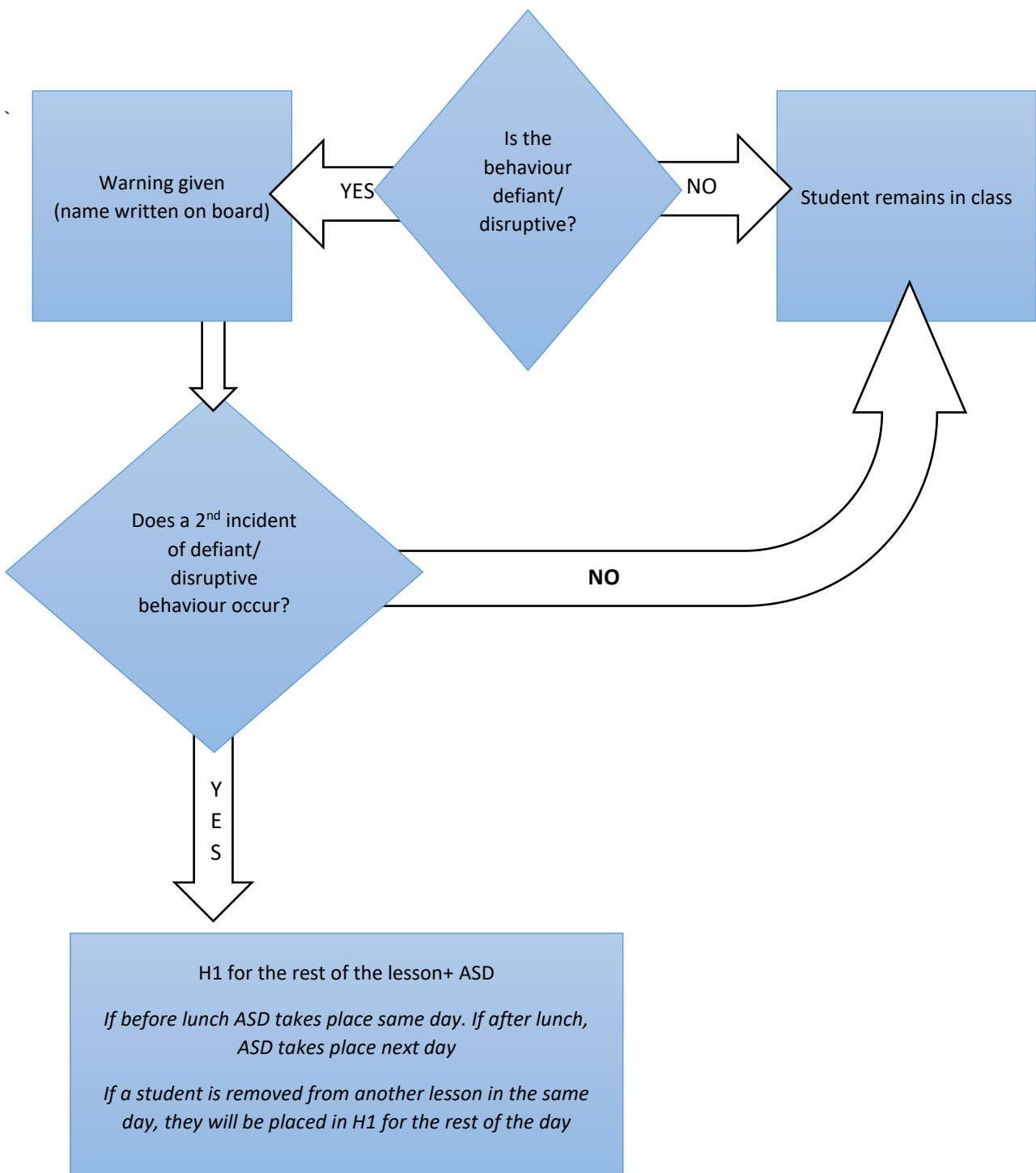
### H1

A student will be sent to H1 if they:

- Continue to disrupt learning after a warning from a member of staff
- Are rude or defy a member of staff, having already been warned about this
- Fail to attend an after-school detention
- Are involved in a serious incident or are under investigation

If a student fails to follow the expectations of H1 they will, in more serious cases, be excluded or will be required to repeat the day in H1.

### Behaviour in the classroom



## **2. Behaviour outside of the classroom**

### **Conduct card**

In Years 7-11, every student is expected to carry a conduct card at all times whilst at school. If a student fails to meet any of the following expectations during the school day, then a member of staff will record a conduct point on the conduct card.

- Failure to show respect to fellow students, adults or the school environment
- Uniform (for issues not resolved by a yellow slip e.g. untucked shirt)
- Failing to follow Instructions
- Lateness to lessons
- Locality (in the wrong place at the wrong time)

Tutors will check the conduct card during Tutor Time. If the student receives 5 conduct points then they will be issued with an after-school detention between 3pm and 4pm. The tutor will notify the student of the day of their detention. If a student has 5 conduct points and then receives another, the teacher will add this conduct point to the old card, and then when the new card is issued, the conduct points will be transferred.

If a student fails to show a teacher their card or walks away defiantly, they will automatically be placed in H1 for 5 lessons and an ASD. If a student loses the card then they will receive an ASD, unless there are exceptional circumstances. The card will be re-issued by the tutor with the same number of conduct points that the previous card had. If a student loses the card during the school day, then they should attend the student hub where a new card will be issued. The student hub will notify the tutor to arrange the ASD and so that the tutor is aware that they need to transfer any conduct points to the new card.

A student will receive a conduct card ASD detention if:

- They receive 5 conduct points on their card.
- They lose their card and cannot show it to a member of staff when requested. Exceptional circumstances will be considered.

### **Equipment**

At Kingsbury Green Academy, every student is expected to independently prepare themselves for the school day by bringing the correct equipment. All students are expected to bring a pencil case that includes at least two blue/black pens, a pencil and a ruler. If students are found without their pencil cases, they will automatically receive a lunchtime detention. Checks will be carried out in tutor time and students will leave the tutor room ready to start the school day. The PE and Technology departments will have similar systems for students remembering their PE kit and food ingredients.

### **Hair**

No extreme hairstyle or unnatural hair colour is allowed. This includes tramlines, Mohican or a completely shaved style. If a student has a haircut similar to these styles, then they will be placed in H1 until the style/colour conforms to the school's expectations.

Students with long hair must tie it back for PE, Technology and Science lessons.

### **Headphones**

Headphones are not allowed on display in school unless permission has been given by a teacher in a lesson (e.g. to listen to a language activity in MFL). If headphones are seen in use or displayed on a student's person whilst in school, then they will be confiscated until the end of the school day, when the student may collect them from the Student Hub. The student will also receive a conduct point on their card.

Sixth formers are only allowed to use their headphones in the sixth form centre. They should not be using them around the school site.

### **Hoodies and Sweatshirts**

For students in years 7-11, hoodies or non-KGA sweatshirts are not allowed in school. If seen, then the hoodie or sweatshirt will be confiscated until the end of the school day, when the student can collect it from the Student Hub. If the offence is repeated, parents/carers will be expected to collect the item. The student will also receive a conduct point on their card.

The classification of a hoodie is at the discretion of the school.

During cold and wet weather, students are encouraged to wear a waterproof and warm coat. This coat can be worn to school, during break and lunch, between lessons and after school. However, it must be taken off during tutor periods and in lessons.

### **Jewellery/Piercings**

In Years 7-11, the only jewellery that is acceptable is a wristwatch (not a smart watch or watch that can connect to the internet), a plain cross and chain, one signet ring and one pair of small plain gold or silver single stud earrings. These must *only* be worn in the ear or tragus position. Any other form of jewellery is not allowed. Kingsbury Green Academy does not allow facial piercings of any kind, including transparent retainers. Students are not permitted to simply cover a piercing with a plaster or similar. Students will be asked to remove any other jewellery/piercings and hand them in to the member of staff. The jewellery will be confiscated until the end of the school day and students can collect it at 3pm from the Student Hub. If the offence is repeated, parents/carers will be asked to pick up the piece of jewellery.

If a student refuses to remove the piercings, then they will be in H1 until the situation is rectified.

### **Lateness to school**

Punctuality is not only a key skill for employability, but also an important life skill. All students are expected to be in school at 8.30am. Any student arriving after 8.30am will receive a lunchtime detention for 20 minutes that day. If they fail to attend this detention, then they will receive an ASD. If a student is late to tutor period, this will also be treated as a late to school and students will receive a lunchtime detention. In exceptional circumstances, parents can contact the school explaining the reason for the lateness and the school will consider whether a student is still required to attend a detention. In exceptional circumstances, some students will have an agreed later start to school, but this is only after consultation and approval from the school.

### **Make-up**

Students must not wear any make up, which is easily detectable. No coloured nails or extended nails of any type are allowed. Eyelash extensions are also not allowed. Students will be asked to remove these items and will not be allowed to return to class until this is completed.

### **Mobile Phones**

Students are not allowed to use their mobile phones during the school day. If a phone is seen, used or heard during the school day by a member of staff, then it will be confiscated until the end of the school day when students can collect it from the Student Hub. If the offence is repeated, parents/carers will be asked to come in and collect it. In some lessons, a teacher may feel that the mobile can support the learning of the classroom. If this takes place the teacher will clearly state that mobile phones can be used for the task of the learning.

### **Uniform**

At Kingsbury Green Academy we place an emphasis on pride in our community. A visible indication of this is in the standard of students' uniform. We feel that a uniform instils pride, a sense of identity and support for the ethos of Kingsbury Green Academy.

Students must be wearing the correct uniform, as outlined below.

- White school shirt/blouse (tucked in)
- School tie, 30cm length from the knot
- School blazer (compulsory)
- School grey V-neck jumper that must be from our school stockists (optional)
- Grey/black socks
- Low heeled shoes (no logos, trainers, boots, canvas shoes or pumps). Please see the photograph below for further guidance.
- Grey loose fitting trousers or a knee length checked skirt from our school stockists (compulsory)
- Dark belt (if chosen to wear one)

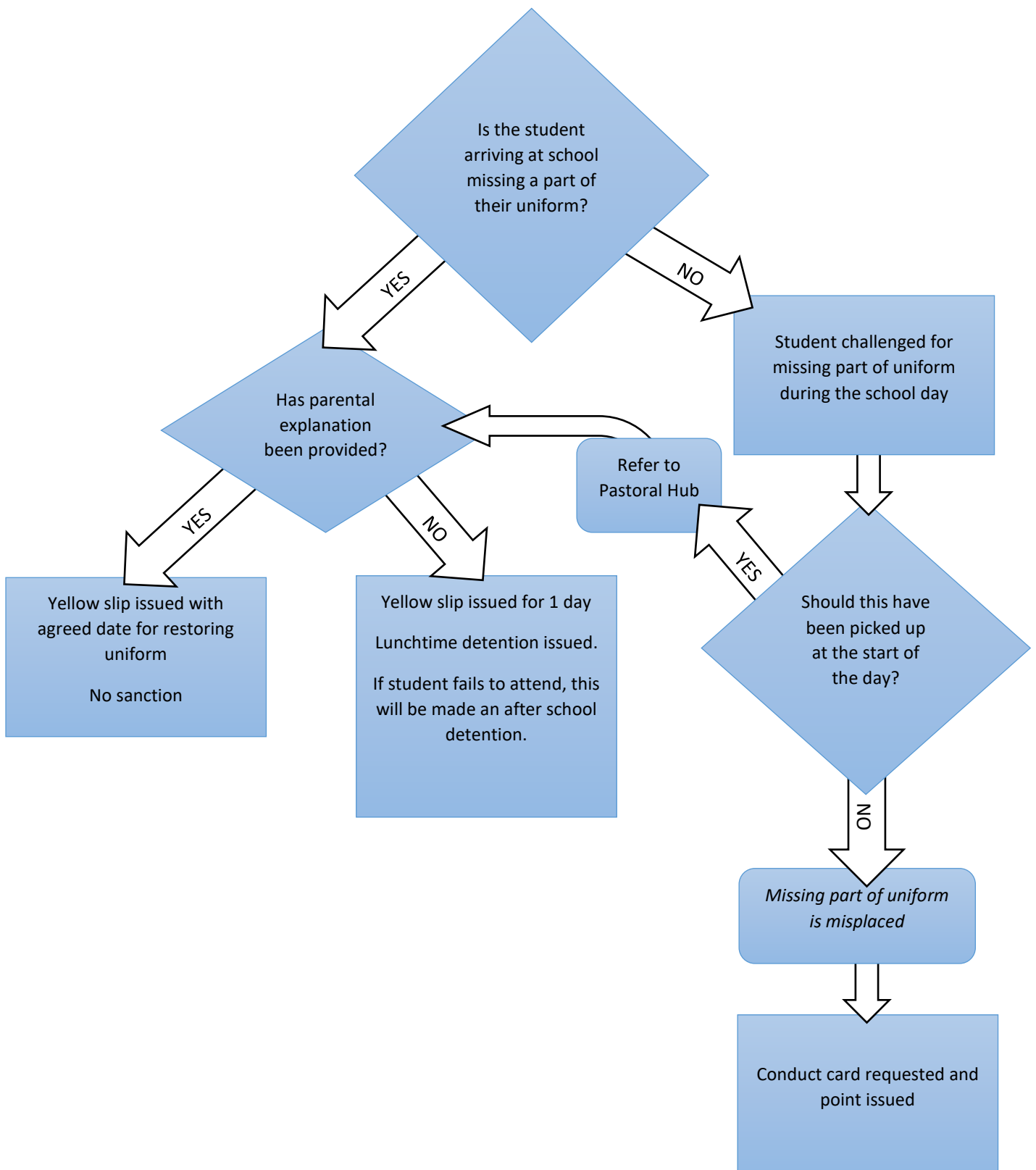


The school blazer will be worn at all times between lessons and outside of the classroom, apart from at break and lunch. Blazers can be taken off in the classroom with the teacher's permission.

There will be occasions when a student's uniform is incorrect because it is lost or broken. This will have been communicated by the parent/carer to the school. In this circumstance, the school will issue a yellow slip that identifies the issue and a date for correcting it. The yellow slip should be shown to any member of staff who questions a student's uniform. The school will communicate with parents/carers to agree on the timescale for resolving the issue of the incorrect item.

If a student arrives at school without the correct uniform and without correspondence from parents/carers as an explanation, then they will receive a lunchtime detention. The student will also receive a yellow slip that indicates that a detention has been given. If a student arrives with correspondence from parents/carers then they will be issued a yellow slip with an agreed date for resolving the uniform issue. If a student is found with incorrect uniform during the school day and no yellow slip, then the student should be sent to the Student Hub where a yellow slip will be issued.

The flow diagram on the next page, identifies the uniform system and the role of the yellow slip and conduct card.





In some circumstances, the issue can be resolved by students borrowing spare uniform from the school. The student will be expected to wear this uniform if it is provided by the school.

### **Detentions**

Detentions are part of the school's consequence system to encourage students to recognise that their behaviour or attitude to learning has not been acceptable. When issued, detentions are compulsory and failure to attend a detention or not meet the expectations of behaviour will result in further consequences. Whilst the Department for Education states that schools are not required to give notice, give reasons, or gain parental consent for a detention, Kingsbury Green Academy will contact parents/carers to make them aware of same-day detentions. It is important that parents/carers keep the school up-to-date with contact telephone numbers and email addresses.

There are two types of detentions:

- Lunchtime detentions are for 20 minutes due to split lunches  
Year 11 H1 detentions are for 30 minutes
- After school detentions (ASD) from 3pm until 4pm

### **3. Other Serious Types of Behaviour**

There will be more serious types of behaviour, which will result in a student immediately being sent to H1 or a fixed term exclusion being considered.

#### **Exclusion policy**

The decision to exclude a child from school is always difficult and important. The Principal (or a designated member of the Senior Leadership Team) is able to exclude a student for a fixed period of time. In line with local and national initiatives, the school aims to only use fixed-term exclusions where appropriate and we will first consider suitable alternatives (e.g. H1) that promote a sustainable improvement in behaviour and conduct. Exclusions from school will always be detailed formally in writing and trigger a readmission meeting between the school, the student and parents/carers. The school reserves the right to extend the exclusion if we are not fully satisfied that a sustained improvement in behaviour will immediately follow the readmission. For serious incidents, a fixed term of up to 5 days will be given, to allow sufficient time for an investigation. The views of the excluded student and their parents/carers will be sought. As a Wiltshire school we cannot permanently exclude a student and therefore any student whose behaviour has been considered to be extremely serious or persistently fails to meet our expectations will stay on roll. However, alternative provision will be found for the student and they will not attend mainstream lessons.

#### **Search policy**

Schools are authorised by the Department of Education<sup>1</sup> to search students with or without a student's consent, if it is believed they possess any of the following items:

Knives, blades or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, vapours, fireworks, tools, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to the property of any person, including the student themselves.

**Searching students with consent:** Kingsbury Green Academy reserves its right to search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy.

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<sup>1</sup> file:///C:/Users/wr/AppData/Local/Microsoft/Windows/INetCache/IE/J7Q2R2YW/Searching\_screening\_and\_confiscation.pdf

**Searches without consent:** In relation to prohibited items, as defined above, the Principal and staff authorised by the Principal, have the right to search a student or their possessions without their consent, where they have reasonable grounds to suspect that a student has a prohibited item in their possession. Searches without consent will only be carried out on school premises or where the member of staff has lawful control or charge over the student, for example on a school trip.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be led by the Principal or by a member of staff designated by the Principal to lead searches in the presence of the student and another member of staff. Where a student is searched, the searcher will be the same gender as the student. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite sex with a witness present. Where the Principal, or staff authorised by the Principal, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance for screening, searching and confiscation.

If a student fails to comply with a search, they will be placed in H1 and a fixed term exclusion will be considered. If deemed appropriate, the school will contact the Police to support the school in dealing with the incident.

#### **Use of reasonable force**

Members of staff have legal provision to use reasonable force to control/restrain a student in line with national guidelines from the DfE<sup>2</sup>.

#### **Involvement of Police**

The school and Police work very closely together. There are times when the Police will want to speak to students and these situations tend to fall into one of two categories:

**Informal** – A Police Officer or PCSO (Police Community Support Officer) may drop in to school at any time and chat to students at break, lunch time and after school on an informal basis. Students can feel free during these times to discuss any worries or concerns that they may have as we feel the Police are part of the Student Support Team and we have been working closely with them for a number of years. There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters like theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the student(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help students and staff resolve any concerns. Parents may not be contacted in advance.

**Formal** – There may be occasions when the Police or PCSOs will need to formally interview a student. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of staff, as to whether the parent should be contacted to inform them. On rare occasions, the school can be instructed by the Police NOT to make contact with the parent/carers; this is usually because it may jeopardise the Police investigation. In the majority of cases parents/carers are informed of police involvement and they are requested to come into school. There are also cases when the police will need to act with urgency and immediacy to protect student and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the school.

#### **Peer On Peer Abuse**

*See also pages 15-15, 36-37, Part 5 KCSIE and Annex B*

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<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) (p4-11)

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report peer on peer abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of peer on peer abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. Peer on peer abuse has no place in our school. All incidents will be logged using our safeguarding system and appropriate sanctions and education around key topics will follow as a subsequence of any peer on peer abuse.

### **Procedures in place to minimise the risk**

- The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. There are posters placed strategically around the school to promote websites and phone numbers of useful agencies/charities to help pupils safeguard themselves..
- Systems are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. There is also an email address ([concernforafreind@kingsburygreenacademy.com](mailto:concernforafreind@kingsburygreenacademy.com)) that pupils can use if they do not wish to openly discuss any issues that are having.
- We deliver a Relationships and Sex Education and Health Education (Secondary) curriculum in line with the [DfE statutory guidance](#). This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. – <https://kingsburygreenacademy.com/wp-content/uploads/2021/06/KGA-Relationships-and-sex-education-2021.pdf>.
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of peer on peer abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero tolerance approach to abuse and regular staff training ensures that incidents of peer on peer abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of peer on peer abuse are reported to the safeguarding team and are recorded on CPOMS.
- The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that peer on peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Set out below are the different types of peer on peer abuse and the systems in place to respond to these.

Peer on peer abuse can take the form of:

#### **1. Bullying (including Cyberbullying)**

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

This can include:

- physical assault
- teasing
- making threats
- name calling
- Cyberbullying - bullying via mobile phone or online (for example via email, social networks and chat rooms on gaming platforms)

- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person based on their disability, special needs or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

### Responding to concerns about bullying

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

- Any report of bullying is taken seriously.
- Evidence is gathered and those deemed to be bullying will be sanctioned.
- The school also recognises the need to try to prevent further bullying, meaning those caught bullying will also receive support and guidance to try to understand their behaviour and stop it happening again.
- All incidents are recorded on CPOMS into subcategories – cyber, transphobic, physical, sexual, homophobic. This list is not designed to be exhaustive and sub-categories may be added continually.
- These sub-categories are analysed every half-term by the safeguarding and pastoral team to identify trends or issues within the whole school and specific year groups.

## 2. **Sexual abuse** See pages 138-142 and [Sexual violence and sexual harassment between children in schools and colleges \(September 21\)](#)

This can include:

Sexual violence and sexual harassment - Sexual violence and sexual harassment can occur between two pupils of **any age and sex**, from Primary, into Secondary and into College. **We recognise that 'it could happen here'**. It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and 'face to face' (both physically and verbally) and are never acceptable.

Sexual violence can include:

- Rape
- Assault by penetration
- Sexual Assault

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, 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
- Inappropriate/unwanted touching
- Consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams (also known as sexting or youth produced sexual imagery)
- Up-skirting

Peer on peer sexual abuse can also include:

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Initiation/hazing - refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

### Responding to concerns about peer on peer sexual abuse

#### Step 1

- Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted upon).

#### Step 2

- **Record** the incident using the school's safeguarding recording procedures and **report** to the DSL / deputy in line with safeguarding and child protection procedures, as soon as possible. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

#### Step 3

The DSL will consider the following:-

- The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and support they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
- Has a criminal offence been committed? If yes, contact the police (See also ['When To call the Police'](#) (NPCC) .
- Ages of pupils / developmental stage.
- Whether there is a power imbalance between the children.
- Whether the alleged incident is a one off incident or there is a sustained pattern.
- Any on-going risks to the victim, other children, or staff.
- Other related issues and the wider context, including whether there is evidence of the victim/s being exploited, criminally and/or sexually.

#### Step 4

- If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils involved.
- If there is evidence to suggest that a criminal offence has taken place the DSL will follow the guidance on pages 109-111 of KCSIE. Any report to the police will be in parallel with a referral to children's services.

This will typically involve:-

- Considering support, including Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
- Making a referral to children's social care if the victim has been harmed, or is at risk of harm.
- Making a referral to children's/adult's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours).
- Writing a risk assessment for pupils, who have been identified as being at increased risk of peer on peer abuse (considered for both the pupil perpetrating the abuse and the pupil who is the victim) to include protection and support.
- Considering targeted education about healthy relations for the perpetrator and any additional sanctions under the school's behaviour policy.

## Additional guidance for responding to consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams

### Step 1

- Report to your DSL/DDSL 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 showed it to you before you could ask them not to), report this to the DSL (or equivalent) 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 (or equivalent).
- **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 (or equivalent).

Taken from [UKCIS guidance](#)

### Step 2

- The DSL/DDSL will hold an initial review meeting with appropriate staff. This may include the staff member who was initially made aware of the incident/concern and the leadership team.

The following risk factors will be considered:-

- Significant age difference between the sender/receiver involved
- If staff recognise the pupil as more vulnerable than is usual (ie at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time the pupil has been involved in a sexting act
- If other knowledge of either the sender/recipient<sup>(1)</sup> may add cause for concern (ie difficult home circumstances)

### Step 3

- A referral will be made to children's and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

### Step 4

- Interviews will take place with those involved.

### Step 5

- Parents/carers should be informed at an early stage and involved in the process in order to best support the child or young person, unless there is good reason to believe that involving them would put the child or young person at risk.

### Step 6

- Safeguarding records will be updated using the school's safeguarding recording procedures, including actions taken / not taken and the justification for these decisions (linked to the points above).

## Harmful Sexual Behaviour

*Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason, consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse.*

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

To support our judgements about sexualised behaviours we refer to the '[Brook Sexual Behaviours Traffic Light Tool](#)'. Where a behaviour is identified as amber or red our safeguarding procedures will be followed

here, and a referral made to social care as appropriate, for both the pupil displaying the behaviours and also any pupil who has been involved and may have been harmed.

### **Wave Approach of Support**

Kingsbury Green Academy recognises that some students will require support with their behaviour, to ensure improvements are made to meet these high expectations. The school uses a wave approach of intervention, which ensures clarity to all stakeholders.

The Pastoral Support Plan (PSP) is a document that identifies the needs of a student and identifies the issues and links potential interventions. The document also brings the school, students and parents/carers together, so that everyone agrees the interventions and targets, which are put in place. There are a wide range of interventions that can be accessed through the Pastoral Support Plan, but this will depend on the needs of the student.

The wave approach gives clarity to the process and the next steps, if each stage fails to address the issue. At each stage of the PSP, a designated lead worker is identified, who will be overseeing the implementation of interventions and be a point of contact for the student and parents/carers. If a student is SEND, then the SENCO or a representative from the Support department will attend each meeting if possible or will at least contribute comments.