



# Archbishop Hutton's Primary School

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## Behaviour Policy Including Anti-Bullying Policy and Child on Child Abuse Policy

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### **SCHOOL VISION STATEMENT**

**By promoting the traditional values of respectful behaviour, responsibility and forgiveness, we prepare our children for life in a global, multi-faith society.**

**By supporting all children to become independent thinkers and confident learners, we encourage curiosity, ambition and individuality.**

**By providing focused, engaging and inclusive teaching we equip the children to lead their own learning in a supportive and challenging environment.**

## **Behaviour Policy**

This policy sets out high expectations of behaviour at Archbishop Hutton's V.C. Primary School and has been developed following consultation with children, parents and staff.

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the values and ethos of our school.

We recognise that it is essential for staff to adopt and maintain a consistent approach to behaviour at all times.

### **The role of all staff**

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly
- Setting appropriate boundaries for children's behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone in the school community
- Providing feedback in an informative way to children
- Using positive consequences liberally to encourage the learning of acceptable behaviour thus building a culture of positive behaviour and achievement
- Using negative consequences to discourage the learning of unacceptable behaviour
- Teaching the skills and abilities through weekly assemblies
- Teaching PSHE

Proactive communication between teachers and parents is essential in ensuring that both excellent behaviour, improvements in behaviour, specific incidents of high level behaviour or on-going concerns about persistent low level behaviour are shared. In this way parents are kept informed about their child's behaviour, discuss the issues and agree strategies to support the child in improving their behaviour. Communicating with parents about both improving and positive behaviour provides parents with a balanced view and reinforces the relationship between staff and parents.

Class teachers are responsible for the behaviour of the pupils in their class.

Behaviour management contributes towards the judgements made in relation to teaching and learning.

The following criteria are used in relation to behaviour when making judgements about teaching and learning.

Outstanding	■ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
Good	■ Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
Requires Improvement	■ Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
Inadequate	■ Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.

## **Parents**

We welcome the support of parents and aim to keep them informed at all stages. Parents can help school by

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school expectations with their child, emphasizing their support of them and assisting when possible with their enforcement.
- Attending parent teacher meetings and other events as well as by developing informal contacts with school.
- Understanding that learning and teaching cannot take place without sound discipline.
- Appreciating that staff deal with behaviour problems patiently and positively

**From YR to Y6 we use a staged approach to manage behaviour.**

**To ensure consistency, these steps are followed by all staff.**

**Teachers, T.A.s and lunchtime staff reward acceptable behaviour and manage low level behaviour.**

**The Leadership Team manage high level behaviour.**

**All children start both the morning and afternoon sessions at blue**

LEVEL	WHAT DOES BEHAVIOUR LOOK LIKE?	NEXT STEPS CONSEQUENCES/REWARDS/ WHEN & HOW TO INVOLVE PARENTS
<b>OUTSTANDING</b>	Achieves 10 role models Be a consistent role model Use a growth mindset Encourage and support others with their learning Go the extra mile Know your next learning steps and work on improving them yourself Solve problems with other children	10 team points for achieving outstanding at end of morning/afternoon Send outstanding text home to parents and invite them to Fri celebration assembly Child receives certificate, child's name and reason for being recognised as outstanding recorded in book Book on permanent display in main entrance for all to admire
<b>ROLE MODEL (BETTER THAN EXPECTED BEHAVIOUR)</b>	Be consistently ready to learn Set a positive example to other children in your class/in hall/outside Learn as part of a team Solve problems/think outside the box Use your initiative Have a positive attitude	5 team points for being a role model at end of morning/afternoon Send role model text home to parents
<b>READY TO LEARN (EXPECTED BEHAVIOUR)</b>	Focus on your own learning Ignore distractions Concentrate Listen to others Ask and answer questions Work hard Follow instructions Use good manners Show respect to others – adults and children Act sensibly Be prepared Do your best Use equipment sensibly Walk round school	When children are demonstrating expected behaviours then they will be on ready to learn – this is what staff expect of all pupils at all times  2 team points for being ready to learn at end of morning/afternoon Verbal praise from teachers & T.A.s
<b>THINK ABOUT IT (LOW LEVEL UNACCEPTABLE BEHAVIOUR)</b>	This is a thinking stage when children can take responsibility for fixing their behaviour and getting back on track with READY TO LEARN behaviours  Low level unacceptable behaviour, NOT demonstrating READY TO LEARN behaviours	<ol style="list-style-type: none"> <li>1. Child given a first reminder about expected behaviour. When child conforms, their name stays on blue. When pupil does not conform their name is moved to amber and a second reminder is given.</li> <li>2. When child conforms, their name moves back to blue. When child does not conform their name stays on amber and a third reminder is given.</li> <li>3. When child conforms, their name moves back to blue. When child does not conform their name moves to red.</li> </ol> <p>Adults give children clear reminders about what child needs to do to move back to ready to learn</p>

			e.g. remember you need to follow instructions so you know how to learn	
<b>CONSEQUENCES (PERSISTENT LOW LEVEL UNACCEPTABLE BEHAVIOUR OR HIGH LEVEL UNACCEPTABLE BEHAVIOUR)</b>	<b>Persistent low level</b>	<b>High level</b>	<b>Persistent low level</b>	<b>High level</b>
	Low level unacceptable behaviour, repeatedly NOT demonstrating READY TO LEARN behaviours	Using inappropriate language e.g. swearing, racist language Bullying Being violent – hurting another person or damaging property on purpose Stealing Removing yourself from school premises Disrupting whole class during lessons	Consequences are the child has time to think for 5 minutes with teacher to talk through how to get back to ready to learn. This will usually happen at start of playtime or lunchtime Parents informed Monitor	Straight to headteacher Parents involved Consequences agreed with parents – likely to involve being withdrawn from privileges e.g. playtime/lunchtime/trip/reward for rest of class Identify if specific support needed and put this in place Monitor behaviour for identified period of time with regular recorded feedback, as appropriate, shared with pupil, parents and staff

## Rewards

We have a number of rewards aimed to encourage good behaviour, self- discipline and academic progress

- All pupils are expected and encouraged to earn team points
- All pupils in the school are in four teams: Crag, Hutton, Warton and Washington
- Team points are given for exceptional conduct, demonstrating behaviours for learning, positive learning both in & out of school, making improvement in any of these areas
- Stickers will also be used throughout the school in addition to team points as a way of encouraging children to meet behaviour expectations
- Children earn both individual and team rewards by earning team points
- Team points are common currency for all rewards children receive
- Team points are collected and totalled every Thursday p.m. by Year 6 and shared in Friday's Celebration Assembly
- At the end of each half-term, there is a special team reward time when staff provide a range of activities linked to a theme. Children choose which activity that would like to take part in. Members of the winning team have first choice, the second team have second choice and so on
- Individual awards are presented weekly in Friday's Celebration Assembly
- Learners of the week are identified every week, they have demonstrated the particular behaviour for learning that is a target for that week

<b>Rewards</b>	<b>Worth</b>
Class attendance and punctuality awards (weekly)	1 team point for every child in class
100% attendance and punctuality awards (weekly)	2 team points for every child in class
Learner of the week awards	20 team points
Most improved reader/writer/mathematician of the term (termly)	40 team points
Learners of the Year and Most Improved Learners of the Year (end of academic year)	100 team points

In addition to the above, all staff are expected to give verbal or written praise (when appropriate) as often as possible.

## **Monitoring behaviour**

The headteacher monitors behaviour around the school.

## **Behaviour display in the classroom**

In order to ensure clarity and consistency, the following are displayed in every classroom:

- Five staged behaviour chart with name label for every child
- Weekly record re: behaviour stages
- Acceptable behaviour e.g. class behaviour contract, poster/display of behaviour expectations
- Team point record sheet – both individual and team
- Board ready for learner of the week focus and strategies children can use to develop this

## **Individual Behaviour Plans**

While our agreed behaviour policy will work for the majority of pupils, there will be a few pupils who require a very tailored and individual approach that will support them in successfully managing their behaviour. These pupils require an Individual Behaviour Plan that details the behaviour that is expected, how demonstrating this behaviour will be rewarded and consequences of inappropriate behaviour. Class teachers are responsible for ensuring consistent implementation and review of Individual Behaviour Plans in consultation with the pupil, parents, other relevant staff (e.g. T.A., headteacher, SENDCO,) and other professionals who may be involved.

Individual Behaviour Plans will usually be supported by a behaviour record/reward chart that the pupil will use. Teachers are responsible for setting up the behaviour reward chart with the pupil and for sharing the Individual Behaviour Plan with all staff involved and parents. Individual Behaviour Plans should be stored in the behaviour folder and reviewed at least half-termly, more regularly when required. At these review meetings, teachers may decide that further support is required therefore they discuss potential options with the Leadership Team in order to implement the most appropriate next steps.

### **Strategies to consider:**

1. Tactically ignoring low level inappropriate behaviour
2. Individual behaviour management plan established/de-escalated
3. Increased frequency of personal tutorials with class teacher
4. Individual monitoring sheet used
5. Special seating arrangements in classroom/dining room
6. Post-school telephone call to give feedback
7. Pre-school telephone call to ascertain mood
8. Timeout table used in classroom
9. Alternative/adapted tasks given
10. T.A. support in class or at playtime/lunchtime
11. Planned withdrawal
12. Rewards negotiated for completion of tasks
13. Adjusted timetable
14. Specific T.A. support in particular lessons

## **Anti - Bullying Policy**

### **Rationale**

It is the right of every child in our school to receive an education free from humiliation and abuse. It is the responsibility of all staff and pupils to help create an atmosphere which is caring and protective and does not tolerate the victimisation of any person by another.

- Bullying affects and damages both our school and the individuals within it;
- Children have the right to know that they will be protected from bullies within our school and when moving to and from our school;
- Everyone needs to know that positive action will be taken and that any incidents will be handled and recorded in a systematic way;
- Bullying, in its many forms, must be recognised and acted upon;
- Both bullies and victims need help and advice;
- Early intervention and a proactive approach will serve to reduce potential incidents and affect behaviour.

### **Seeking an understanding**

Bullying has always been a problem in schools and the wider society, however there can be disagreement as to what constitutes bullying behaviour, who does the bullying and how it can be prevented. It is important therefore to state our understanding of the term and place it within the context of this policy.

### **What is Bullying?**

- Bullying is the wilful, conscious, illegitimate use of power in the desire to consistently hurt, damage or frighten another person.

- Bullying can be carried out physically, verbally, emotionally or psychologically or through cyberspace.

Bullying in the form of emotional or psychological aggression is much harder to see, although equally as painful to the victim.

Cyberbullying can be defined as ‘the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

- All bullying is aggressive although not all aggression is bullying.
- Bullying is more complex behaviourally than falling out of friends, calling someone a name after a fall out, a fight or swearing at someone.
- Bullying can take place individually or as part of a group.

### **Who are Bullies?**

Identifying bullies can be difficult. A child does not become a bully simply because they have an argument, a fight or fall out of friends.

A bully is often someone who tends to:-

- have assertive, aggressive attitudes to others over which they can exercise little control;
- lack an understanding of other’s views and situations and have little empathy for the feelings of others;
- lacks guilty feelings towards the people being bullied;
- seeks gratification in the humiliation of, or power over, others;
- some bullies act individually whilst others can persuade other children to join them in targeting an
- individual person.

### **Some potential/possible signs of bullying may include:**

- Unwillingness to come to school;
- Withdrawn or isolated behaviour;
- Complaints about missing possessions;
- Refusal to report incidents against them;
- Becoming easily distressed.

### **Guidelines for the prevention of bullying**

- A clear understanding as to what counts as bullying;
- Everyone working collaboratively “it’s not somebody else’s business”;
- Good discipline maintained in line with the school policy;
- All staff aware of potential trouble spots;
- Key times in the day - usually before and after school, around playtimes and lunchtimes, in toilets or cloakrooms, supervised properly;
- Records of behavioural incidents kept by all staff;
- Everyone aware of the policy;
- Children to be aware of what to do if they are bullied and encouraged to talk to others.
- Children encouraged to speak out against bullies and to air their worries and concerns.
- New children carefully integrated into school;



- Children encouraged to be assertive rather than aggressive and more socially skilled;
- Positive action to encourage children to control aggression and be more empathic;
- Development of curriculum opportunities to transmit messages of acceptable behaviour.
- Develop all childrens self-esteem but particularly those children who have been victims of bullying;
- Inviting outside agencies who are supportive of Anti-bullying - N.S.P.C.C.
- Hold an anti-bullying awareness day on an annual basis.
- Take a restorative approach to dealing with bullying (see appendix 3 for guidance)

## **Response/Action**

### **When informed of, or aware of, bullying staff will:**

- remain calm;
- take the incident or report seriously;
- identify those who are involved;
- reassure the victim;
- offer help advice and support to the victim;
- make it clear to the bully that they disapprove;
- report the incident as quickly as possible to the teacher in charge (usually the Headteacher – see Appendix 1: Bullying Incident Form)

### **The Headteacher/Teacher in charge will**

- encourage the bully to see the victim's point of view;
- inform the parents of the bully;
- inform the parents of the victim;
- inform the relevant staff who will support the victim and bully through the process;
- record all incidents of bullying on the bullying incident form; (See Appendix 1: Bullying Incident Form)
- draw up an action plan;
- inform parents of the bully and the bully of the action plan.

## **Action Planning to prevent further incidents of bullying**

The following actions can be taken and will form part of any action plan.

- be involved with relevant staff;
- seek an apology;
- punish the bully with a verbal reprimand and in addition any of the following actions can be undertaken:

1. serving the school community;
2. withdrawal of break(s) and/or lunchtime period/privileges;
3. remove from class to Head of KS1, DHT;
4. removal of responsibility positions (parent informed);
5. withholding participation in extra-curricular activities (that are not part of the curriculum (parent informed));
6. Pastoral Support Programme (parent informed);
7. withholding of attendance or participation in privilege activities (parties etc); (parent informed)
8. removal from class for a fixed period (half day); (parent informed)
9. removal from class for a longer fixed period (no longer than 3 days); (parent

informed)

10. managed move to another class (parent and Governors informed)

11. in serious cases fixed term exclusion; (parent and Governors informed)

12. in extreme cases permanent exclusion. (parent and Governors informed)

## **Conclusion**

Bullying in our school will not be tolerated.

## **Child-on-Child abuse (including sexualised abuse)**

**Child-on-Child abuse** is defined as abuse between children under 18 years of age. Archbishop Hutton's has a **zero-tolerance approach to abuse**, including child-on-child abuse. Archbishop Hutton's will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. [5.31 Peer Abuse \(proceduresonline.com\)](http://proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse. All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as "banter" or "part of growing up".

### **Child-on-child abuse can be manifested in many different ways, including:**

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it. (Annual training – September)

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. (Annual training – September)

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. (PSHE sessions)

Pupils will also be reassured that they will be taken seriously, be supported, and kept safe. This process will be continually reviewed by the DSL.

The school's procedures for managing allegations of child-on-child abuse are outlined below. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy where relevant.

However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ (Farrer and Co. 2019).

Although the type of abuse may have a varying effect on the victim and alleged perpetrator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

**Firstly**, all staff will need to reassure victims that they are being taken seriously and that they will be supported and kept safe. It is important for all staff to deal with a situation of child-on-child abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get a true, accurate account of the facts around what has happened, so that nothing is forgotten. It is equally important to deal with it sensitively and confidentially and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of child-on-child abuse it is necessary that all staff are trained in dealing with such incidents, talking to children and instigating immediate support in a calm and consistent manner. Staff will not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Staff will also be mindful that wider safeguarding concerns may influence the child's account of the event(s). Alongside this peer pressure and the impact of sharing information about the incident(s) may also influence a child's account.

### **Gather the Facts**

In cases specifically relating to sexual violence and sexual harassment, part 5 of Keeping Children Safe in Education, 2022 states that two members of staff (preferably one being the Designated Safeguarding Lead) should be present to manage the report, *where possible*. Staff should not view or forward illegal images of a child and instead confiscate any devices to preserve any evidence and hand them to police for inspection. All staff should be aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) particularly when multi agency partners such as Local Authority Children's Social Care or the Police have to interview the child.

The most appropriate member of staff with the best relationship with the child should be the person alongside the child who wishes to disclose wherever possible. However, staff should always be aware that children may choose to disclose to any member of staff that they feel most comfortable with and therefore all staff need basic training in managing disclosures. In any circumstance the member of staff must make clear to the child that they cannot maintain confidentiality if what is being shared has put or will put the child or another person at risk of harm and/or is criminal. Staff must also be aware that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

In all circumstances, staff need to speak to all the children involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. The easiest way to do this is not to have a line of questioning but to ask the children to tell you what happened. This involves listening carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed and

not asking leading questions. This means only interrupting the child to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) Then, a full and clear record of exactly what the child has said in their own language should be made (and no individual interpretation of the facts made which could impact on the disclosure) after the child has finished the disclosure, so the child feels listened to and stored following each school/setting's own recording protocols (paper or electronic systems).

### **Consider the Intent (Begin to Risk Assess)**

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

### **Decide on Your Next Course of Action**

If from the information that school gather's we believe any child to be at risk of significant harm, a safeguarding referral to Local Authority Children's Social Care will be made immediately (where a crime has been committed the police should be involved also). This action, in most circumstances, will be undertaken by the Designated Safeguarding Lead but in the event of their absence the referral can be made by another member of staff. If this is the case, once Local Authority Children's Social Care has been contacted and made a decision on what will happen next then school will be informed of the next steps.

If Local Authority Children's Social Care and the police intend to pursue this further, they may ask to interview the children in school or they may ask for parents to come to school to be spoken to also. It is important for school to be prepared for every situation and the potential time it may take.

It may also be that Local Authority Children's Social Care feel that it does not meet their criteria in which case school/DSL may challenge that decision, with that individual or their line manager. If on discussion however, school agrees with the decision, we may then be left to inform parents.

### **Confidentiality and Anonymity**

Any staff member taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies. Ultimately, the Designated Safeguarding Lead (or a deputy) will have to balance the victims wishes against their duty to protect the victim and other children.

### **Informing Parents**

If, once appropriate advice has been sought from police/Local Authority Children's Social Care school have agreement to inform parents or have been allocated that role from the other services involved then parents should be informed as soon as possible. If services are not going to be

involved then equally, this information may need to be shared with parents. Parents would not be informed if by doing so the child was put at further risk of significant harm.

In all circumstances where the risk of harm to the child is evident then school will encourage the child to share the information with their parent or share it with parents on their behalf (they may be scared to tell parents that they are being harmed in any way). Where school can evidence are acting in the best interests of the child we would not be criticised, however this would be the case if we actively breached the rights and choices of the child.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a child may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

### **Points to Consider (Risk Assessment):**

#### **The Wishes and Feelings of the Victim**

It is important to understand how the victim wants to proceed to allow as much control as is reasonably possible over the decisions regarding how any investigation will be progressed.

#### **The Nature of the Alleged Incident**

This includes consideration as to whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed.

#### **What is the Age and Development of the Children Involved?**

How old are the children involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)). Any imbalance of power and control must be considered.

#### **Are There Any Additional Vulnerabilities?**

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Therefore, care must be taken to ascertain any changes in mood or behaviour without attributing that to the child's condition. Every effort must be made to overcome barriers to communication and ensure the voice of the child is heard.

#### **Where Did the Incident or Incidents Take Place?**

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

#### **What Was the Explanation by all Children Involved of What Occurred?**

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

## **What is Each of the Children's Own Understanding of What Occurred?**

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

In dealing with an incident of this nature the answers are not always clear cut. If school are concerned or unsure as to whether or not there is any risk involved, advice will be sought immediately from Local Authority Children's Social Care.

## **Ongoing Risks**

Are there any ongoing risks to the victim, other children, school?

### **Archbishop Hutton's DSL will consider:**

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, school or college staff
- contextual safeguarding issues.

### **Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:**

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff)
- Risk assessments will be recorded and kept under review as a minimum termly
- Refer to Guidance in Keeping Children Safe in Education Sept 2022, Part 5.





