



Behaviour Policy 2023-2024 including

- Child on Child abuse
- Sexual violence and Harassment

To be reviewed: November 2024

Introduction and Aims

Eslington Primary School is a maintained primary school for pupils from the ages of 3 to 11 years. The school caters for pupils with Social, Emotional and Mental Health (SEMH) needs. In addition, pupils might have other needs such as Autistic Spectrum Condition (ASC), Dyslexia, Attachment Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language, Pathological Demand Avoidance (PDA) and these needs are met by the skilled staff within school. Pupils are placed at the schools by the Special Educational Needs and Disability Team at Gateshead Council.

This policy builds upon the mission statement:

'We aim high and learn together'

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Statutory Responsibilities

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires 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

It is also in response to our Rights Respecting Ethos

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As a rights-respecting school we not only always teach children's rights but also model respect and the awareness of pupil's rights. Everyone within the school community has rights upon which we base our aims and school ethos. These have been further informed by the United Nations Convention on the Rights of the Child (UNCRC).

These rights are:

1. To be safe
2. To be heard
3. To have beliefs
4. To receive support
5. To be treated with respect and dignity
6. To learn/teach

All pupils have the right to be educated in a safe and orderly environment. Good order and discipline are essential to the provision of high standards of education. Strong and effective management, working in partnership with teachers, is essential to the establishment and maintenance of acceptable standards of behaviour.

Parents and carers have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. We foster consistency between school and parental expectations of behaviour.

Governors have a responsibility to support the school in maintaining high standards of discipline.

All members of staff are entitled to work in an environment free from violence and disruption. Violent and aggressive behaviour, swearing, sexist and racist attitudes and remarks, and all forms of harassment, including bullying, are unacceptable. Such behaviour must not be tolerated. Early identification of pupils and intervention are essential factors in successful behaviour management.

There may be times when, despite every effort made by the school, it is necessary to implement the exclusion procedure.

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This behaviour policy is a key document to support the finest practice in Eslington Primary School. It outlines our statutory responsibilities as pupils, staff, governors and parents and carers. It complies with the statutory requirements and guidance set out in relevant legislation and documents.

Chair Governor:	Mr. D Kennedy
Head teacher:	Mrs. Richards
Deputy Headteacher supporting behaviour	Miss Griffiths

Equal opportunities lie at the heart of all that we do at Eslington Primary School. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school.

Definition of behaviour

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

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- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member 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)

Promoting Positive Behaviour Policy

At Eslington Primary School, we have a policy for promoting positive behaviour has been developed within a framework of simple rules. Children should be able to come to school happy and free from fear, knowing that their rights will be respected. They must also be prepared to respect the rights of others. The rules that we have in school are to ensure this mutual respect, and to prevent injury to people, damage to the school premises and to personal property. It is important to maintain a balance between rewards and consequences, which can be applied in a fair and consistent manner throughout the school. The emphasis is on positive behaviour and mutual respect. Consequently, discipline at Eslington Primary is approached in a positive but assertive manner and involves the children following these three simple rules, or the four Rs, in classrooms and around school in general.

The four R's

- **Respect**-for ourselves, each other, cultures, religions, the environment and the world in which we live.
- **Responsibility**-being responsible citizens for the future
- **Resilience**-knowing that it is ok to fail. To have the ability to bounce back and try and try again.
- **Relationships**-to understand what a healthy relationship is and be able to form productive, healthy relationships to support us through school and our future.

Getting to know the pupils is one of the most effective ways in acquiring their co-operation and gaining their respect. Gaining an insight into their interests and aspirations both in terms of their education and lives outside of school demonstrates to children that you are interested in them and truly care. This will help to build strong bonds, trust and respect. At Eslington Primary School, we take time and effort and these conversations typically happen when in corridors, during breaktime, lunchtime and social time. Whilst accessing a variety of extra-curricular activities and during one-to-one key worker time. By building positive and trusting relationships we aim to:

- To raise people's self-esteem, so that they can make the most of their abilities and talents,
- To foster a sense of curiosity and a love of learning, so that all will develop a determination to achieve and Succeed,
- To work in Partnership with parents, other schools and the wider community, to promote a more inclusive education system and a sense of citizenship,
- To promote Independence and encourage intellectual, emotional, spiritual and healthy growth, so that everyone can become lifelong learners,
- To work together in an atmosphere of trust and mutual Respect, so that all feel equally safe and valued,
- To provide a challenging and enriching curriculum which addresses individual needs.

The Governors and staff believe that all members of the school community should:

- Show respect for one another.
- Avoid confrontation by approaching conflict and challenging behaviour constructively.
- Work together to enhance everyone's self-esteem.

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Roles and Responsibilities:

1. Governors

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

2. Headteacher and Deputy Headteachers

The Headteacher and Deputy Headteachers will oversee the implementation of the Behaviour Policy, evaluate its success periodically with staff, and report to Governors at least annually on its implementation. The Headteacher and Deputy Headteachers are responsible for monitoring behaviour on a regular basis by reviewing the incident logs.

3. Deputy Headteachers and Pastoral Lead

The Deputy Headteachers and Pastoral Lead are responsible for annually monitoring behaviour through scrutiny of incident forms/playground incidents/violent incidents etc.

4. Senior Leadership Team

Members of the Senior Leadership Team will ensure that all staff will deal with behaviour in a calm and restorative manner. All staff will follow the Behaviour Policy and reinforce the school rules whenever and wherever necessary. The Senior Leadership Team are responsible for:

- Making sure that the Behaviour Policy is active and that areas of concern are shared with staff.
- Staff are supported in implementing strategies to support pupils.
- SEMH profiles are in place for all pupils.
- The SEMH Profiles are regularly monitored and evaluated.
- Training is offered and up to date for all staff.
- Staff are supported during times where they may have been a target of physical or verbal violence. A clear process is in place. Please see [Appendix 1](#).

The Leadership team will support and advise staff and ensure that the Behaviour Policy is reviewed regularly.

5. Whole School Staff

All school staff will work together to implement the Behaviour Policy, using a consistent approach and acting as positive role models. This policy has been put together in consultation with all school staff and pupils who have all had the opportunity to share ideas, strategies and best practice. All classrooms will have the class rules clearly displayed, as well as the red, yellow and green light system for behaviour sanctions. Frogget tally's will also be displayed offering pupils the opportunity to attend the school Frogget Shop once a week. Staff will follow the sanctions' structure agreed at each review meeting. Appropriate behaviours will be reinforced in whole school assemblies, during class assemblies and during restorative Circles.

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6.Pupils

All children are expected to conduct themselves at the highest possible standards they can, taking account of all circumstances including their age, ability and their level of understanding. For example, all children will put their pencil down when a teacher is speaking, all children will open a door for others, all children will say 'please' and 'thank you' always and without exception.

All adults model the highest possible standards of behaviour, including being polite, consistently saying 'please' and 'thank you,' holding doors open for others and helping others.

Children are consistently and extensively praised by all adults in the school for behaving well, being polite and helping others. There is a consistent culture of high expectations for all.

Mobile phones

- Pupils are not allowed to have mobile phones with them on-site
- There will be exceptions to the rules for medical or personal reasons
- Parental permission will need to be provided

7.Parents/Carers

All parents will be informed of the Behaviour Policy at their admission meeting and will be asked to sign up to the *Home Agreement* which is included in the information booklet given out at this meeting.

A Code of Behaviour (School Rules)

At Eslington Primary, our Behaviour Code is consistent with our Behaviour Policy. This has been devised in consultation with the Governors, school staff and pupils. The code sets out positive expectations as to how our children should behave at school.

Teaching and Learning How to Behave: Prevention

At Eslington Primary School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behaviour and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Opportunities are intentionally planned and delivered through both the formal and informal school curriculum.

Positive Role Modelling: Building positive relationships with staff and pupils.

Modelling good behaviour:

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- Assemblies: Whole school assemblies occur every day and are linked to our PSHE topics. Whole school reinforcement of expected behaviour is modelled through story, presentation and song. Pupils will also have the opportunity to share their work in pride assemblies which take place every Friday, where certificates are awarded by class staff that celebrates good behaviour/work/ progress.
- BME (Black, Minority and Ethnic Achievement): Regular opportunities are available for staff training and INSETs to support staff in developing inclusive curriculum opportunities and practice.
- Structure and Routines: Whole school/class and individual routines are clear and consistent to promote and improve positive attitudes to learning. This is achieved through imaginative planning that considers engagement, and different learning styles. Class and individual visual timetables are used to support our pupils throughout the school day.
- Dinner times and breaktimes: Structures are put in place to promote and develop calm dinner times and happy breaktimes. Froggett points are awarded when positive behaviour is demonstrated at lunch time. Music can be used as pupils enter and leave the dining hall and staff model good sitting and listening skills. A system of playground buddies operates on the playground in which pupils are chosen and trained to look after, support and play with each other.
- Staff support pupils in using playground equipment toys and games etc.
- Music and the performing arts: Planned curriculum opportunities are in place to raise self-esteem. A Specialist Music Teacher works on a rota basis once a week with designated classes across whole school, supporting and leading singing, junior hymn practise, concerts, school pantomime, nativity.
- PE Curriculum: Inclusive PE and School Sport sessions are delivered by teachers across the whole school. Emphasis is placed on developing confidence, core skills, partner work, team games/building. This happens through intra and inter-school opportunities, links with local mainstream and special schools, opportunities for team competitions and festivals and celebrations.
- Clubs: An after-school club and two additional sports clubs are offered to pupils with school staff leading a different choice of activities every half-term.
- TRIPS/Residential Holidays: Pupils have the opportunity for regular class visits linked with curriculum topic areas. In addition to this, visitors and speakers are regularly invited to come and speak to our pupils e.g. school nurse, local police, charity representatives etc. Pupils in Y6 can attend a residential trip in the Spring/Summer term each year.

Specific Support: Working with individual/small groups of pupils

At Eslington Primary we recognise that some pupils require extra support/differentiated opportunities in order for their specific needs to be met.

Managing Transition: Many of our pupils find transition times difficult (e.g. arriving at/leaving school, lunchtimes/moving between rooms, lunch times). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the school day.

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Visual Support: Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, 'Traffic Light' charts can also be used.

Sensory Support: Many of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupil's sensory needs and from this a targeted sensory support plan can be included in the Personal Pupil Profile

Social Stories: Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.

Emotional Literacy: Emotional Literacy is planned and delivered to ensure pupils know how to keep themselves safe and seek support if needed. Targeted support is provided for individual or small groups of pupils to support understanding and the recognition of their feelings and the feelings of others.

SEMH profiles: These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate and form part of the Personal Pupil Profile.

Therapies: At Eslington Primary we can offer a counselling service and/or Play Therapy for pupils who have an identified need.

Nurture classrooms: Some pupils can access a more structured and nurturing learning environment. This will depend on the individual's needs and the intense support they require to successfully access school safely and calmly. This learning environment follows a different reward/sanction scheme by which pupils earn green spots throughout the school day. Each spot equates to 5 minutes free time at the end of each day and pupils can achieve a maximum of 40 minutes at the end of each day. If whole classes become unsettled this is something class teacher may follow to support the structure and boundaries put in place.

Strategies, Praise and Rewards

At Eslington Primary we recognise positive behaviour through praise, affirmation and modelling. Positive behaviour is never taken for granted but is actively taught and reinforced. A range of rewards are consistently applied throughout the school and staff, pupils and parents are clear on what behaviour is acceptable and the consequences that will follow.

- Creating positive choices/options
- Sharing strategies
- Being a positive Role Model
- Adapting and adhering to the changes in routines due to COVID 19
- Jobs/Monitors
- Verbal Praise
- Stickers/ Sticker charts
- Awards and Certificates
- Froggett Points
- Graded choices for Social Time activities

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- Weekly and termly trips
- 100% points trips
- End of term reward trips for over 90%

Unhealthy foods such as sweets are not given as a reward. It must be ensured that all children have fair access to rewards.

Supporting and Understanding Pupil Behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

- In some situations the use of sanctions may be appropriate in order to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils is used throughout the school.
- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues – use of yellow cards /support
- Social Stories
- Time Out – timed and supervised by staff in the classroom or if necessary a different room. Pupils may be supported to reflect on their actions during this time
- SEMH Pupil Profile
- Physical intervention (see below)
- Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school. This process will be carried out in line with Exclusion Guidelines.

Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information.

Consequences

It is also important for pupils to learn that there is sometimes a need for consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Eslington Primary will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions;

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- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences can take the form of the following;

- Time out in the classroom
- Time out in the comfort room
- Time out with a member of the Senior Leadership Team
- Yellow and Red Cards
- Apologies
- Reflection during Breaktime
- Completing tasks
- Limited access to outside space
- Escorted in social situations
- Assisting with repairs
- Differentiated activity space
- Restorative meetings
- Internal / External Exclusion

Punishments that are humiliating or degrading will not be tolerated. The use of sarcasm will not be tolerated.

Children may not be excluded from school trips/experiences due to poor behaviour if these trips/experiences are part of the curriculum. However, if the child's behaviour means that they themselves or others will be put at risk during a trip/experience, then a risk assessment will be completed to decide if they are able to attend or not. All risk assessments, and subsequent decisions made, would be completed by the class teacher working alongside the Headteacher.

Positive Physical Contact

At Eslington Primary we recognise the importance of positive physical contact for some of our pupils. Staff and adults should, however, always be aware of sensitivities of any form of physical contact with children/pupils and ensure that they are never in a situation where they are alone with a pupil. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Holding hands with a child in the playground
- Calming/reassuring/comforting contact with a child that upset or injured
- Supporting a pupil in PE/Drama activities
- Using hand on hand/arm support in a lesson

Any physical contact must be managed in order to make sure that it is appropriate and eaves neither party vulnerable. Factors to consider might include:

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- Knowledge of the child, e.g. history/background
- Age (and age difference) – of child and adult
- Context – where, when, why
- Relationship between staff member and child
- Gender

Planned physical intervention can be viewed as positive, because it is committed to keeping children and adults safe in a variety of settings.

On some occasions there may be a need to physically intervene/support pupils in order to keep them safe or where there is a clear risk. **(See Positive Handling Policy 2023)**

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All permanent school teaching staff and teaching assistants are trained in the use of TEAM Teach. Staff have an initial training course that covers behaviour management and supportive guiding techniques. They then progress to train further in the use of physical intervention training which is delivered on site by our own trained trainers according to the ethos of TEAM Teach. All trained staff are required to attend an annual refresher.

At Eslington Primary School all permanent members of staff are trained to deliver TEAM Teach Positive Handling Strategies.

Recording of Incidents of Positive Handling

Inappropriate behaviour will be recorded by class teachers and, if appropriate, shared with parents. All behaviour incidents are to be recorded on CPOMS. The frequency and types of behaviour incidents recorded will be monitored and reported to the governing body. Persistent poor behaviour will be targeted, and outcomes recorded on a pupils SEMH profile or learning plans. At Eslington Primary School all incidents should be recorded in order to identify, monitor, track and provide evidence of pupil behaviour/injury etc. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents. (See Positive Handling Policy)

Confiscation, searches, screening

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

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- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

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- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they

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aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

Procedures for behaviour support, monitoring, evaluation and review:

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

1. An initial phase that aims to identify any triggers or patterns to the pupils’ behaviour. This is completed by the class team in conjunction with information received from any previous schools.
2. A review of the observation period by class team to highlight/identify behaviours of concern and when and why they occur.
3. Behaviour Support Plan as part of the pupils learning support plans and SEMH profiles are put together by the class teacher. These documents identify behaviour(s) of concern with agreed strategies/rewards/consequences as appropriate. This is shared with all staff working with the pupils, the pupils’ parents/carers and (if appropriate) the pupil themselves.
4. Individual Risk Assessment: If behaviour is deemed a ‘risk’, then an individual risk assessment may be completed and attached to the behaviour support plan
5. 6. Personal Pupil Profile: PPPs are to be monitored and reviewed on a half termly/termly basis (or as necessary)

Bullying and Harassment

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.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence, spitting, deliberating coughing
Child-on-Child abuse	This can take many forms, such as:

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	<ul style="list-style-type: none"> • Abuse in intimate personal relationships between peers • Sexual violence and sexual harassment • Upskirting, which involves taking a picture under a person’s clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm • Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos • Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching (Please see Appendix 1).
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Eslington Primary we strive to ensure that our pupils feel safe and happy at school. Eslington Primary School is committed to working with staff, pupils, parents and carers to create and maintain a school community where bullying is not tolerated and positive behaviour is promoted.

We believe that bullying is hurtful behaviour. We do not condone unkind or cruel behaviour in our school but recognise not all hurtful behaviour is bullying. The aim of the Anti-Bullying is to ensure that staff and pupils learn and work in a supportive, caring and safe environment. If bullying is evident pupils should inform a trusted adult immediately about the incident. Teachers and trusted adult then have the responsibility to investigate and sanction those who display bullying behaviours. All pupils should feel safe in their learning environment and that is one of the main goals Eslington Primary School have.

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Links With Home: Support for Pupils, Parents and Carers

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, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

At Eslington Primary we have a Family Liaison Officer and a Family Worker who works closely with staff and outside agencies to help understand children's needs as well as those of parents and carers.

The aims of the Family Liaison Team:

- to engage and build good working relationships with parents, children, staff and other agencies
- to work holistically and effectively with parents in ways that will help improve their children's well-being.
- to provide relevant information about the appropriate support services available for parents to improve their skills.
- to plan, deliver and offer parenting support courses for groups and one-to-one support
- to provide visual resources to use at home to promote and support positive behaviour.

Complaints Procedure: Parents/Carers: Chain of Communication

At Eslington Primary we are committed to ensuring that our pupils feel safe and happy at school. If you are concerned about an incident involving your child or another child, please contact the school as outlined below:

1. Class Teacher: All class staff are trained in the first instance to give priority to pupil/parent/carer concerns and to record and pass on appropriate information, if needed to senior staff/parents/carers.
2. If you wish to take matters further, then you may wish to contact the Headteacher or or a member of the Senior Leadership Team:

Mrs M Richards – Headteacher
Mrs R Taplin -Pastoral Lead
Miss K Griffiths - Deputy Headteacher

Members of the Senior Leadership Team can be contacted through the school office.

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If the matter is still not dealt with to your satisfaction, then the school's Chair of Governors, Mr David Kennedy, can be contacted through the school office.

If the situation remains unresolved, having gone through the school's normal procedures, parents/carers may wish to contact NSPCC helpline – 08088005000, Childline on 0800 1111 or the Local Authority Designated Officer – (tel: 0191 433 2653).

Summary

The ethos of the school is central to establishing and maintaining high standards of behaviour. The staff group work hard to agree clear priorities and consistency.

By clearly setting out to pupils what is expected of them, pupils will be able to operate in a clear framework of what is acceptable in terms of behaviour attitude and activity. Staff set an example to pupils, both in the quality of their work and their high standards and expectations for themselves and their pupils. They also treat each other and the pupils with respect.

Eslington Primary School continues to evolve and develop. We constantly assess, evaluate and put new procedures into practice. If we are to succeed in delivering a high-quality education, we accept that we must be prepared to change and to adapt. This is perceived as strength of the school.

We will continue to hold high expectations of pupils so that acceptable standards of behaviour are nurtured and developed in an empathetic and supportive educational environment that allows pupils to achieve academically and maximises their life chances.

Chair of Governor: D Kennedy Date

Headteacher: M Richards Date

Appendix 1

Sexual violence and sexual harassment

Policy

This advice should not be read in isolation. It is important for us to consider other relevant advice and guidance, including the following (which is not intended to be an exhaustive list), as part of our approach to protecting children from sexual violence and sexual harassment:

- Keeping Children Safe in Education (statutory guidance)
- Sex and Relationship Education guidance and policy.
- Working Together to Safeguard Children (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools)
- Children Missing in Education (advice for schools)
- Cyberbullying (advice for schools)
- Equality Act 2010 and Public Sector Equality Duty (advice for schools)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools)
- UKCCIS Sexting advice (advice for schools and colleges).

The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts). Schools must be aware of their obligations under the Human Rights Act 1998 (HRA). It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Schools and colleges are required to comply with relevant requirements as set out in the Equality Act 2010 (the Equality Act) see advice for schools Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with disadvantages affecting one group.

Compliance with the Public Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies and therefore have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

CONTEXT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. All victims will be taken seriously and offered appropriate support.

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Children who are victims and survivors of sexual violence and sexual harassment will find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. We will ensure that victims and survivors are protected, offered appropriate support and every effort is made to ensure their education is not disrupted.

The UK report found that 14% of girls were significantly more likely than boys (7%) to report that their partner had pressured them to share nude images of themselves in the last year. Girls are also significantly more likely to be victimised with unwanted sexual messages and images from their peers online, with 31% of female respondents aged 13-17 years saying they had experienced this in the last year compared to 11% of male respondents.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs.
- Communication barriers and difficulties overcoming these barriers.

Any reports of abuse involving children with SEND will involve close liaison with the Designated Safeguarding Lead (or deputy) and the SENDCo's.

Children who identify as LGBTQIP2SAA (lesbian, gay, bisexual, transgender, questioning, queer, intersex, pansexual, two-spirit (2S), androgynous and asexual) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBTQIP2SAA (whether they are or not) can be just as vulnerable as children who identify as LGBTQIP2SAA.

STATEMENT OF PRINCIPLES

The best schools take a whole school approach to safeguarding and child protection. This means involving everyone in the school, including the governing body, all the staff, children, and parents and carers. Our approach to sexual violence and sexual harassment therefore reflects and is part of the broader approach to safeguarding.

All staff, pupils and parents should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Understanding that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language.

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TERMS AND PHRASES

Harmful sexual behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour is considered in a child protection context. When considering harmful sexual behaviour, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is smaller in stature.

Sexual violence

When referring to sexual violence in this policy, we do so in the context of child-on-child sexual violence and referring to sexual offences under the Sexual Offences Act 2003

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Remember:

- *a child under the age of 13 can never consent to any sexual activity;*
- *the age of consent is 16;*
- *sexual intercourse without consent is rape.*

Sexual harassment

Sexual harassment is unwanted conduct of a sexual nature between children that can occur online and offline. Sexual harassment (as set out below) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this

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crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.

Online sexual harassment.

Online sexual harassment refers to a range of behaviours where digital technologies are used to facilitate both virtual and face-to-face sexually based harms. Online sexual harassment may constitute a number of criminal offences, depending on the nature of the online harassment. Whether the conduct constitutes a criminal offence or not, many victim-survivors experience these behaviours as a form of sexual violence. Examples of online sexual harassment can be broadly split into the following areas:

- Unsolicited sexual content online refers to any sexual content shared online which is not wanted by the recipient. This could include content seen on apps, messaging services and websites which has not been sought out by the user.
- Image-based sexual abuse refers to the non-consensual creation and/or distribution of sexual images.
- Sexual coercion, threats and intimidation online could include a person receiving threats of a sexual nature or being coerced to engage in sexual behaviours on or offline via digital technologies.

While there are distinctions between these three categories above, there are evident overlaps and links. It is important to be aware of some of the terms that are regularly used by the general public and the media when reporting on cases and the impact that the use of these terms may have on victims and survivors of sexual abuse/harassment/violence. Victims and survivors rather than 'victims' or 'survivors' Both these words have very different connotations and varying personal meanings for individuals. Some people identify as victims and some as survivors, therefore it is important to use the words 'victims and survivors' together when collectively referring to people that have been subjected to sexual violence and/or sexual harassment.

Alleged perpetrator

For the purpose of this document, we will use the term 'alleged perpetrator' and where appropriate 'perpetrator'. These are widely used and recognised terms and the most appropriate to aid the effective writing of policies. Adults should, however, think very carefully about terminology, especially when speaking in front of children.

THE LAWS RELEVANT TO ONLINE SEXUAL HARASSMENT IN ENGLAND

Unsolicited sexual content online

There are a number of laws in which a person could be prosecuted for sending unsolicited sexual content online, however, the act in and of itself is not yet illegal in England and Wales (though it is in Scotland). Laws which could be applied to this include the Protection from Harassment Act 1997 and some aspects of the Sexual Offences Act 2003 such as 'causing a child to watch a sex act' and 'sexual communication with a child'.

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Image-Based Sexual Abuse

As of 2015, it is 'an offence for a person to disclose a private sexual photograph or film if the disclosure is made without the consent of an individual who appears in the photograph or film, and with the intention of causing that individual distress'. In April 2017, the Sentencing Council included the 'threat to disclose intimate material or sexually explicit images', within its guideline for offences under the Communications Act 2003 (7); however, prosecuting threats of image-based sexual abuse remains challenging. Under the Protection of Children Act 1978, creating or sharing indecent images of a child is illegal. It is illegal if the person creating the image is under the age of 18, even if they consent to it being created, or share it with children of the same age. The Home Office Recording Rules 'Outcome 21' (January 2016) allows police to respond in a proportionate way to reports of youth produced sexual imagery. This states that even though a young person has broken the law and the police may have evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest. Since April 2019, it has been an offence to take an image or video up a person's skirt without their consent, often referred to as 'upskirting'.

Sexual coercion, threats and intimidation online

Several sections of the Sexual Offences Act 2003 could be relevant in instances of sexual coercion, threats and intimidation including 'causing or inciting a child to engage in sexual activity'. In situations of demands for sexual images where threats are made, Section 21 of the Theft Act 1968 (Blackmail) is likely to apply. All kinds of persistent harassment and stalking are offences under the Protection from Harassment Act 1997. What constitutes harassment or stalking is not explicitly defined but can include a range of actions when considering the context, nature, and duration of the acts.

WHAT'S THE IMPACT OF ONLINE SEXUAL HARASSMENT?

The experience of online sexual harassment will of course be different for all young people. It is important to recognise that it can have both short- and long-term consequences for victims and survivors which will appear differently for each individual, impacting mental health and wellbeing.

What's the impact of unsolicited sexual content for young people?

- Severe mental distress - feeling threatened, intimidated and violated.
- Violates dignity and autonomy of victims and survivors - it removes the right to control what we see and engage with online.
- Leads to older siblings (who are still children) monitoring the content on younger siblings' social media platform to remove any unsolicited content. This puts additional pressure on older siblings to keep younger siblings safe.
- Normalisation of non-consensual sexual activity and intimidation.

What's the impact of image-based sexual abuse (IBSA) for young people?

- Severe mental distress - feeling threatened, violated and anxious regarding repercussions including.

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- fearing direct physical attacks, to name but a few.
- Violates dignity and privacy of victims - it removes right to control who we share intimate images with.
- Impacts on feelings of self-worth and self-esteem levels: IBSA can relate strongly to issues of body image and self-esteem.
- Takes away right to freedom of sexual expression - feelings of shame from culture of blaming victim for their own abuse.
- Normalisation of non-consensual sexual activity and sexual violence.
- Social stigma can negatively impact peer relationships leading to risk of isolation.
- School refusal if issues of social stigma begin to prevent a young person from feeling comfortable in the school setting.
- Victims fear chances of employment and other opportunities will be put at risk if images are put online or if there is police involvement.

What's the impact of sexual coercion, threats and intimidation for young people?

- Severe mental distress - feeling threatened, violated and anxious regarding repercussions including fearing direct physical attacks, to name but a few.
- Violates dignity and privacy of victims - it removes right to control what we do online.
- Impacts on feelings of self-worth and self-esteem levels: threatening IBSA can relate strongly to issues of body image and self-esteem.
- Normalisation of non-consensual sexual activity and sexual violence.
- Victim's fear chance of employment and other opportunities will be put at risk if employers or potential employers find images and police involvement.

PREVENTION

Schools play an important role in preventative education. Keeping Children Safe in Education sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online. Schools should consider this as part of providing a broad and balanced curriculum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

A planned curriculum as part of a whole school approach.

The most effective preventative education programme will be through a whole- school approach that prepares pupils for life in modern Britain. Eslington Primary School have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. These are underpinned in the school's behaviour policy (please see above) and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Eslington Primary School is a rights respecting school and follow the four R's. These are explained below:

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The four R's

- **Respect**-for ourselves, each other, cultures, religions, the environment and the world in which we live.
- **Responsibility**-being responsible citizens for the future
- **Resilience**-knowing that it is ok to fail. To have the ability to bounce back and try and try again.
- **Relationships**-to understand what a healthy relationship is and be able to form productive, healthy relationships to support us through school and our future.

Our PSHE/SRE curriculum is delivered for stage not age and several factors are covered to make sure that sensitive issues are tackled. These could include:

- healthy and respectful relationships.
- Looking at what respectful behaviour looks like.
- Recognising and resisting pressure/seeking help.
- What does consent mean.
Gender roles, stereotyping, equality.
- Looking at body confidence and self-esteem.
- Looking at prejudiced behaviour.
- Recognising and managing risk;
- Understanding acceptable/unacceptable physical contact.
- Recognising and discussing that sexual violence, abuse and sexual harassment is always wrong.
- Digital defence - educating young people on how to navigate online platforms and digital devices safely and effectively. It can include aspects of digital literacy related to privacy settings, reporting and blocking other users, identifying and addressing issues of online sexual harassment and recognising misinformation.

As part of our RSE/Online safety curriculum our pupils will know about:

- Recognising age restrictions on online platforms and educating the children on how to be safe online.
- If children are using technology then the curriculum will include how to manage social media apps and web platforms.
- Online privacy (data protection) including how to use privacy settings on their most-used platforms (e.g. Instagram, Snapchat, Tiktok), and knowing how to identify fake profiles. It would be emphasised to the children attending Eslington Primary School that all of these platforms have a age restriction over 11 years.

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- Digital defence strategies, such as reporting, blocking and being aware of the Internet Watch foundation, CEOP and Report Harmful Content.
- Being a bystander: providing young people with an understanding of what they could do if they witnessed someone being harassed or bullied.

Our school will deliver this content through planned, high-quality, Sex and Relationship Education (SRE) and Personal, Social, Health and Economic (PSHE) lessons; form time activities and assemblies; and Social Times). As part of our curriculum offer, we may engage with appropriate, well established external agencies to deliver materials to pupils.

ROLES, RESPONSIBILITIES, PROCEDURES AND ADVICE IF YOU HAVE CONCERNS:

MONITORING, EVALUATION AND REVIEW

This policy will be promoted and implemented throughout the school.

The DSL will ensure that accurate records of all incidents of sexual violence and harassment are logged on CPOMS/SIMS and reported to the Governors termly. This data will be analysed by the DSL who will review this policy to assess its implementation and effectiveness and re-design further strategies to improve procedures if necessary.

It is the responsibility of the Headteacher and Senior Leadership team to implement the school's Sexual Violence and Harassment strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of sexual violence and harassment. The Headteacher and Senior Leadership team can also report to the Governing Body about the effectiveness of the Policy on request.

The Governing Body will monitor incidents of sexual violence and harassment that do occur, and review the effectiveness of this policy and the school's strategies annually. The Governing Body supports the Headteacher and Senior Leadership team in all attempts to eliminate sexual violence and harassment from the school. The Governing Body will not condone any sexual violence and harassment at all, and any incidents that do occur will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with an incident can make a complaint to the Chair of Governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

Appendix 1 – Process around



To be reviewed: November 2024