



GHYLLSIDE SCHOOL - OUR CORE VISION AND VALUES.

At Ghyllside School everything we do is designed to work towards the fulfilment of our school vision. Our vision is:

Ghyllside School Vision and Values

'For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all'

Our Mission: Ghyllside Primary School – Growing Hearts and Minds

Our Values: Inspiring Healthy Inclusive Nurturing Experiences

At Ghyllside School we strive to develop a happy, caring community and to this end our core values are aimed at promoting:

- Respect by pupils for themselves and for others and for their property.
- Acceptance by pupils of responsibility for their own actions.
- An understanding of the difference between right and wrong and the courage to be honest and truthful.
- Sensitivity and tolerance towards the needs and views of others.
- Pride in achievement in all areas in which pupils are involved. (These include academic, social, intellectual, cultural, physical and aesthetic activities).
- Awareness of and responsibility for the immediate and wider environment.
- The development of individual confidence leading to the courage to accept personal challenge and responsibility.

GHYLLSIDE SCHOOL BEHAVIOUR POLICY - 2026

1. AIMS

The aims of our behaviour policy are:-

- a) To create an ethos at Ghyllside School whereby children feel happy and confident and where they can work to realise their full potential in a caring and supportive atmosphere.
- b) To give the children models of positive and acceptable behaviour.
- c) To set standards for the children to achieve.
- d) To be consistent and fair in our dealings with children.
- e) To work in partnership with children, parents, colleagues and other specialist agencies to ensure high standards of support for, and adherence to, patterns of good behaviour.

2. OBJECTIVES

Our objectives are to enhance the behaviour of the children at the school:-

- a) In their attitudes towards other children and adults, to property and to their environment.
- b) Improving relationships at all levels.
- c) In class activities and independent learning.
- d) In movement around school.
- e) In the playground and dining hall.
- f) In the public arena - at concerts, on educational visits, during fieldwork etc.

3. APPROACHES

We will try to achieve this by:-

- a) Promoting self-esteem and having high expectations.
- b) Encouraging caring, responsible, conscientious, honest and self-disciplined attitudes.
- c) Teaching children to work independently and in co-operation with others in group activities.
- d) Giving the children opportunities to make decisions and allowing them to learn from their mistakes.
- e) Setting standards by our own conduct around school.
- f) Regular communication with parents and colleague.

4. STRATEGIES

Strategies we use include:-

- a) Being pro-active and looking to de-fuse trouble before it starts.
- b) Setting clear boundaries and being consistent. (See Code of Conduct).
- c) Using classroom organisation, resources and routine to facilitate independent and co-operative learning.
- d) Designing programmes of work that promote co-operative working.
- e) Having a set pattern for dismissing the class at the end of sessions.
- f) Meeting the children in the classroom or yard at the start of each session.
- g) Planning for class sessions and discussions on behaviour, within a whole-school P.S.H.E. programme.
- h) Ghyllside School is a Kidsafe registered school and has a committed member of staff trained in the delivery of the Kidsafe child protection programme. Children from Y2 to Y6 are explicitly taught that bullying means STOP (Several Times On Purpose) and are taught what to do if they experience instances of negative behaviour.
- i) Encouraging the children to see class codes of conduct as a joint responsibility.
- j) Praising and rewarding good behaviour.
- k) Rewarding conscientious work with smiley faces, stickers, merit marks, written comments, gold stars, Golden Book etc.
- l) Identifying and criticising " bad behaviour and not bad children".
- m) Keeping parents informed of both good and poor behaviour.
- n) Liaison with lunchtime supervisors.

5. SANCTIONS

We will employ appropriate sanctions in an ordered progression as follows:

- a) Use of the traffic light system in class so children have a clear understanding of behaviour issues and their increasing significance with a visit to a senior member of staff if appropriate. This is in line with our assertive mentoring approach
- b) Use of "time out", in a designated area at lunchtimes.
- c) Retaining a child, supervised in the classroom for a limited period at break time with work set by the teacher.

- d) Discussions about the child's behaviour between the class teacher and the child.
- e) Discussions with the parents about the child's behaviour – (see standard letters)
 - (i) with the Class Teacher, (ii) with the Head or Deputy (after final warnings from Head, Deputy or Class Teacher.)
- f) Report cards, for a limited period where good behaviour is recognised and poor behaviour recorded for each session (normally five days).
- g) Payment may be requested to replace deliberately damaged items (see Governors' policy on charging).
- h) Lunchtime exclusions as a last resort for persistent bad behaviour over the lunchtime break.
- i) Pastoral Support Programmes and/or Behaviour Contracts, (agreed in conjunction with child, parent, teacher and senior manager) will be used for persistent or extreme behaviour. These will involve clear, achievable targets for the child, what the school will do to help and support, a clear list of rewards and sanctions depending on levels of progress or regression. Fixed term exclusions will be used for serious incidents such as violent behaviour, insolent or insulting behaviour towards members of staff or disruption in class.

6. EXCLUSIONS

There is a clear need for a consistent approach to dealing with poor behaviour. Whilst flexibility should always be possible, to allow for particular individual circumstances, the normal pattern of events should follow the sequence outlined above.

Please note: With regard to 'exclusion', this will only be used in extremely serious situations, when all other sanctions and approaches have been exhausted or when disruption or violence to others creates a 'risk' to the smooth running of the school which can only be de-fused by removing an individual from the building.

See Appendix A for further information.

7. RATIONALE

Teachers are in the position of parents/guardians while they are at school. This means that:

- * There is no excuse for rudeness, disrespect or verbal abuse towards teachers, supervisors or other adults.
- * Any reasonable request from a teacher or supervisor should be carried out at once and without argument

GHYLLSIDE SCHOOL

CODE OF CONDUCT FOR CHILDREN

Please act with courtesy and consideration to others, at all times.

To help this happen:

1. You must always try to understand other people's point of view.
2. On entering school, hang up clothing quickly and quietly. Go straight to your classroom and sit down. Always find something to do. (Reading Book, continuing with set work, etc.). Do not wait for your teacher to tell you.
3. In class you will make it as easy as possible for everyone to learn and for the teacher to teach. (This means having everything you need for the lesson, starting and finishing in a polite way, listening carefully, following instructions, helping each other and being quiet and sensible at all times.)
4. You move sensibly and quietly about school. (This means never running, pushing or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things).
5. You always speak politely to everyone. The use of please and thank you is always to be encouraged.
6. You are quiet and listen when you are asked to do so by your teacher or supervisor.
7. You keep the school clean and tidy so that it is a welcoming place we can all be proud of. (This means putting all litter in bins, keeping furniture clean and unmarked, keeping cloakrooms tidy and taking great care of displays, particularly other people's work.)
8. Keep your classroom tidy. Be responsible for your own belongings. Keep your tray or locker tidy.
9. Out of school, coming to and from school or with a school group, you always remember that other people's views of the school depend on how you behave!
10. When lining up for lunch or waiting for instructions to walk into school at the end of break time, you should stand still, listen and move into school sensibly and quietly when directed. Remember, break finishes when the bell goes, not once you are in school. Never run in the corridor, hall or classroom areas. When you go into the dining hall for lunch, sit and eat quietly.

CLASSROOM EXPECTATIONS are very important.

Classrooms are your places of work and there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

START OF LESSONS

- * Enter the room sensibly, go straight to your table and sit down.
- * Make sure you have all you need from the cloakroom before you come in.
- * Make sure that your hands are clean and your books are kept tidy.

DURING LESSONS

- * When your teacher or another adult talks to the whole class, be quiet and listen.
- * If the class is asked a question, put up your hand to answer, do not call out.
- * Have all your pens, pencils and any other equipment you need ready.
- * You are expected to work sensibly with your classmates: do not distract or annoy them.
- * Ask for help where you need it.

END OF LESSONS

- * Please make sure the classrooms are left in a tidy condition, with all equipment put away in the correct place. Remember, the cleaner's job is to clean, not to tidy up!
- * The cloakrooms and corridor can get very crowded at the end of the day so please leave school quietly and quickly.

PLEASE NOTE

It is expected that all Key Stage 2 and most Key Stage 1 children will be able to meet the expectations of the Code of Conduct. However, children in Reception will be helped towards an understanding of routines and good behaviour over an appropriate period of time, as they settle to the daily patterns during induction and by way of the child centred organisation.

GOOD PRACTICE AND WAYS TO GOOD ORDER

Acceptable standards of behaviour, work and respect depend on the examples all of us set.

- * We all have positive contributions to make.

Good order has to be worked for: it does not simply happen.

- * Set high standards
- * Apply all rules firmly and fairly.

Most important of all;

- * Expect to give and receive respect.

Everyone at school is here for a purpose.

- * Respect every person
- * Treat everyone as an individual.

Relationships are vital; relationships between everyone and at every level. Take the initiative.

- * Greet and be greeted
- * Speak and be spoken to
- * Smile and relate
- * Communicate

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but by the way we deal with them.

Don't react - address the problem.

- * Avoid confrontation
- * Listen
- * Establish the facts
- * Judge only when certain

Use punishment sparingly and fairly.

Removal of privilege is the most effective strategy.

AROUND SCHOOL

All informal contact contributes to standards of behaviour.

Control that behaviour by taking the initiative at every opportunity. Expect to:

- * Start the dialogue.
- * Greet pupils.
- * Deal with all misbehaviour - to ignore it is to condone it.
- * Set high standards of speech, manner and dress
- * Enjoy relating to pupils.

IN THE CLASSROOM

Create and sustain a positive, supportive and secure environment.

Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- * Arrive before the class and begin on time.
- * Be prepared for the lesson.
- * Keep everyone occupied and interested.
- * Extend and motivate all pupils.
- * Mark all work promptly and constructively.
- * Encourage creative dialogue - confidence in discussion is important.
- * Keep an attractive tidy room.
- * Maintain interesting wall displays.
- * Use first names.

Finally, but most importantly:

- * There is no excuse for rudeness, disrespect or cheek towards teachers, or any other adults.
- * Any reasonable request from a teacher or other member of staff should be carried out at once and without argument.

APPENDIX A

Ghyllside School Guidance on the Exclusion of pupils

Physical Assault against pupil: Fighting/Wounding/Violent behaviour/Obstruction and jostling
Physical Assault against adult: Violent behaviour/Obstruction and jostling/Wounding
Verbal abuse/threatening behaviour against pupil: Threatened violence/swearing/verbal intimidation/aggressive behaviour/homophobic abuse and harassment/carrying an offensive weapon
Verbal abuse/threatening behaviour against adult: Threatened violence/swearing/verbal intimidation/aggressive behaviour/homophobic abuse and harassment/carrying an offensive weapon
Bullying: Verbal/homophobic bullying/physical/racist bullying
Racist Abuse: Racist taunting and harassment/racist bullying/swearing that can be attributed to racist characteristics/derogatory racist statements/racist graffiti
Sexual Misconduct: Sexual abuse/sexual harassment/sexual bullying/sexual assault/lewd behaviour/sexual graffiti
Drug and Alcohol related: Possession of illegal drugs/drug dealing/alcohol abuse/inappropriate use of prescribed drugs/smoking/substance abuse
Damage: Vandalism/graffiti/arson
Theft: Stealing school property/selling and dealing in stolen property/stealing personal property (pupil or adult)/stealing from local shops on a school outing
Persistent Disruptive Behaviour: Challenging behaviour/persistent violation of school rules/disobedience

This document is written, and would be enacted, taking full account of the most recent government guidance on school exclusions - *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, September 2012*. In the event of an exclusion we would use the model letters provided by Cumbria County Council for all maintained Schools, Academies and Pupil Referral Units in Cumbria to ensure compliance with this government guidance.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of inappropriate behaviour, the Headteacher may permanently exclude a child. Decisions to temporarily or permanently exclude are only taken after the school governors have been notified.

Fixed-term and permanent exclusions.

Only the Headteacher (or the person deputising for the Headteacher if the Headteacher is not available) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal in writing against the decision to the governing body.

The Headteacher informs the Local Authority about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher, but may advise the Headteacher in making the decision to exclude and may reduce or end the exclusion – see below.

In the event of an exclusion, the governing body would need to form a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When this appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Reasons for Exclusion

As a school we may also challenge the behaviours described above if it takes place on the way to or from school, when a child is in school uniform, and so 'bringing the school into disrepute.' With the exception of the above we cannot police pupil behaviour in the community, during out of school hours, when a child is under parental responsibility. However, we may use information received from reliable community sources – the police for example – as background information when making a decision about an exclusion.

Appendix B – Child on child abuse & SVSH

Child on child abuse

We recognise that children can abuse their peers and all staff understand the importance of challenging inappropriate behaviours between peers. This is referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; the consensual or non-consensual sharing of nude and/or semi-nude images and/or videos and initiating/hazing type violence and rituals. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We also recognise that children who are LGBT+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable to abuse as children who identify as LGBT+. In such circumstances, staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

We have a separate Child on child (also referred to as peer on peer) abuse Policy and procedures which will be followed in the event of an allegation being made against pupils in our school by other pupils. Guidance on dealing with cases of child on child abuse is included in our Child Protection Policy and procedures.

Consideration will also be given to the advice contained within the DfE statutory guidance [Keeping Children Safe in Education](#), and the UKCIS Education Group publication [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report child on child abuse and the issue is discussed as part of PSHE curriculum.

Sexual violence and sexual harassment (SVSH)

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can 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 face to face (both physically and verbally) and are never acceptable.

We have a zero-tolerance approach in relation to any form of sexual discrimination, sexual violence, or sexual harassment amongst or directed at staff or pupils in the school.

We believe that it is essential that all victims of SVSH are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

We will consider sexual harassment in broad terms and understand that sexual harassment (as set out below) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Types of SVSH conduct

Types of conduct that is inappropriate and may constitute sexual violence or sexual harassment include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations, or requests for sexual activity;
- sexual comments, such as telling sexual stories, making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against someone or interfering with someone’s clothes. Consideration will be given to when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim;
- displaying pictures, photos or drawings of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting” (which is a criminal offence), “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and/or semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges. Offence;
 - sharing of unwanted explicit content;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including on social media;
 - sexual exploitation coercion and threats; and,
 - coercing others into sharing images of themselves or performing acts they are not comfortable with online.

Managing a report of SVSH

We will consider every report on a case-by-case basis. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken for them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. All concerns/allegations of child on child abuse will be handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on the school environment.

It is important to understand that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong.

Sanctions for incidents of SVSH will be determined based on the nature of the case, the ages of those involved and any previously related incidents. In some cases, the school may involve Local Authority Children's Social Care or the Police where it is determined that a crime has been committed.

A [Model Response to reports of child on child sexual violence and sexual harassment flowchart](#) is available to download from the KAHSC website.

Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved/impacted including siblings and other close relatives.

Consideration will also be given to the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will, however, be balanced with the school's duty and responsibilities to protect other children.

We will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

- Staff who observe or suspect any form of child on child abuse (including sexual violence or sexual harassment) must inform the DSL as soon as possible so that further investigations can take place. It is important to understand that children may not find it easy to tell staff about their abuse verbally and that additional barriers such as the child's vulnerability, disability, sex, ethnicity and/or sexual orientation may be a factor.
- Staff, and this could be anyone in the school who the child trusts, must not promise confidentiality at the initial stage as it is very likely a concern will have to be shared with the DSL to discuss next steps. Information must only be shared with those people who are necessary in order to progress the report and the child should be informed what the next steps will be and to whom the report will be passed.
- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a child protection concern. If there is a child protection concern the DSL must be informed as soon as possible.
- Reports that include an online element will be carefully managed in line with the DfE advice for schools on [Searching, screening and confiscation](#). Staff will not view or forward illegal images of a child but will discuss with the DSL whether it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the Police for inspection.
- A factual written or electronic record will be made of the concern/allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact Cumbria Safeguarding Hub (see details above) to discuss the case. It is possible that Safeguarding Hub is already aware of child protection concerns around this young person. The DSL will follow through the outcomes of the discussion and make a referral of either one or all of the pupils involved where appropriate.

- The DSL will make a written or electronic record of the concern, the discussion and any outcome and keep a copy in the files of both/all pupils.
- If the concern/allegation indicates a potential criminal offence has taken place e.g. rape, assault by penetration, sexual assault, sexual violence or sexual harassment (regardless of the age of the alleged perpetrator(s), the Police must be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim). See '[When to call the Police](#)' for further guidance.
- The school will consider how best to keep victims and alleged perpetrators of sexual violence a reasonable distance apart while on school premises and, where relevant, on transport to and from school. While the facts are being investigated, the alleged perpetrator should be removed from any classes that they share with the victim. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.
- It may be appropriate to exclude the pupil being complained about for a period of time in accordance with this Policy and procedures.
- Where a criminal investigation into sexual assault leads to a conviction or caution, we will consider any additional sanctions in light of this Policy including consideration of permanent exclusion. In any action we take, the nature of the conviction or caution and wishes of the victim will be taken into account.
- Both the immediate and future needs of the victim, the alleged perpetrator and any other children involved/affected will be assessed and, where necessary appropriate plans and strategies put in place.
- Where neither the Local Authority Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the School's usual disciplinary procedures.
- In situations where the school considers a child protection risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored, and a date set for a follow-up evaluation with everyone concerned.

Internal Management of reports of SVSH

Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as Children's Social Care and the Police as required.

Whatever the response, it will be underpinned by the principle that there is a **zero-tolerance** approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated. Where behaviour between children is abusive or violent, the incident will be dealt with using methods such as an Early Help Assessment or where necessary a referral to the LA Children's Social Care or the Police. However, where support from local agencies is not available or the incident is considered to be inappropriate or problematic, the school may need to handle allegations/concerns internally. It may be appropriate to handle the incident using this Policy and procedures and the procedures to be followed in the case of bullying. All concerns, discussions, decisions and reasons for the decisions will be recorded either in writing or electronically. The services of external specialists may be required to support the process.

Sanctions

Before deciding on appropriate action, the school will always consider its duty to safeguard all children from harm; the underlying reasons for the alleged perpetrator(s) behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the abuse and the causes of it.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

It is good practice for the school (DSL) to meet the victim's parents with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school (DSL) to meet with alleged perpetrator's parents to discuss any arrangements that are being put into place that impact an alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will also be discussed.

Sanctions may include additional supervision of the pupil or protective strategies if the pupil feels at risk of engaging in further inappropriate or harmful behaviour.

The school response might include a sanction (in accordance with this Policy and procedures) such as a detention, SLT supervision or a fixed-term exclusion to allow the pupil to reflect on their behaviour.

The school will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this Policy may still be required.

A permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of other children in the school or, where the Head teacher, in their absolute discretion, considered the actions of the pupil(s) has damaged the school's ethos or reputation.

Disciplinary interventions alone are rarely able to solve issues of child on child abuse, and the school will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forward.