



MPS Behaviour Policy



**Montpelier Primary School
Behaviour Policy - (Including Anti-Racism, Anti-Bullying, Exclusion and Peer on Peer Abuse)**

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Part A:

1.1 Application

This Behaviour Policy applies to Montpelier Primary School, and all governors and staff of the school and visitors to the school must abide by this policy which has been adopted in accordance with and pursuant to the Safeguarding Policy of the Greenshaw Learning Trust.

This Behaviour Policy is subject to the strategic 'Insert GLT Polices'. If there is any ambiguity or conflict then the Scheme of Delegation and any specific alteration or restriction to the strategic 'Name of' Policy approved by the Board of Trustees takes precedence.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff and visitors adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the 'relevant person'.

If there is any question or doubt about the interpretation or implementation of this Publication Scheme, the Headteacher should be consulted.

1.2 Approval and review

Maintenance of this Policy is the responsibility of the Montpelier Primary School.

This Policy was approved by the Governing Body: [GB meeting 1 \(October 2021\)](#).

This Policy is due for review by: [31st October 2022](#).

1.3 Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school within the Greenshaw Learning Trust.
- Headteacher means the headteacher or principal of the school.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Governors and Trustees includes governors, Trustees, non-governor members of Trust Committees and members of the Trust Panel.
- Governing body (GB) means the committee of the Board of Trustees to which Trustees have delegated appropriate powers and functions relating to the governance of the school.
- GLT Data Protection Officer means Judicium Consulting Ltd.
- School Data Protection Lead means the point of contact for data protection matters for staff, pupils and parents within the school
- In this policy references to the Greenshaw Learning Trust will be read as including the Greenshaw Learning Trust shared service and all schools in the Greenshaw Learning Trust.

1.4 Responsible Person/Responsibilities

1.5 Associated Policies and Procedures

The following school policies and procedures are an integral part of this Behaviour Policy:

Part B

1. Introduction - 'Going for Gold' - A Positive Behaviour Policy

At Montpelier Primary School, we expect a high standard of behaviour from all our children.

Our aim is to provide a calm, safe environment for children where they can feel secure and happy and therefore have the maximum motivation for learning. We are committed to ensuring the safety and welfare of all pupils. Through the promotion of the school's values the children learn right from wrong and how to make good decisions, helping them to become good citizens, take advantage of the opportunities offered in the curriculum and to make the best possible progress.

Our policy outlines the behaviour we expect at all times. Children throughout the school follow three golden rules - Be Safe, Be Respectful, Be Responsible - they know the rewards when they follow them and the series of consequences that can be expected if they choose not to do so. These rules apply all day, every day in every situation – including in the playground or on school trips. All the staff will use the same rules as consistently as possible. We believe that most children will choose to follow the rules and that this will lead to higher standards of learning, a friendly atmosphere and an even happier school.

The management of peer on peer abuse, bullying and racist behaviour also sits within this policy, as they are regarded as being unacceptable behaviour. We believe that teachers should spend their time teaching and children should spend their time learning.

2. STATEMENT OF PRINCIPLES

- It is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos
- The management of behaviour is underpinned by the Trust's and school's values
- The school has zero tolerance of bullying and any form of harassment
- The policy is applied fairly and consistently by all members of staff
- Sanctions are proportionate to the unacceptable behaviour
- The school actively promotes positive behaviour while dealing with unacceptable behaviour, including seeking to understand any underlying causes
- We recognise that it is the behaviour that is unacceptable, not the child
- We use praise and positive reinforcement and give replacement behaviours and strategies to help children change their behaviour
- We do not reward expected behaviour, but pupils' positive learning and social behaviour – in the classroom, in the playground, the dining hall and outside of school is recognised and acknowledged

3. AIMS

To provide a calm, safe environment for children where they feel secure and happy and have the motivation and opportunity to learn.

- To have a consistent whole school approach to behaviour and discipline.
- To achieve higher standards of learning.
- To work in partnership with parents.
- To promote self-discipline and give children choices about their behaviour knowing the consequence of that behaviour.
- To encourage children to accept responsibility for their actions.
- To promote respect for others and for the environment.

To lessen the time spent on dealing with classroom and playground incidents thus enabling more time to be spent on teaching.

4. Our Golden Rules

At Montpelier Primary School children will:

1. Be Safe
2. Be Respectful
3. Be Responsible

5. Rewards

Going for Gold - Traffic Light System whole school

This system is used to promote positive behaviour in the classroom. Children will start each day on the green light. Children's names will remain on green or be moved up to gold to indicate exceptional successes in behaviour (6 per class) at the end of the day. Lights will be changed to amber or red to indicate lapses in expectations immediately following an incident.

| |
|---|
| Gold |
| Pupils continue to show exceptional behaviour: are courteous and consistently follow rules and routines |
| Green |
| Good behaviour, courteous, respectful and on task. Following agreed rules and routines. |
| Amber |
| Low level disruption/ rudeness/lack of respect |
| Red |
| More significant examples of the above/physical aggression/being sent of a senior member of staff/no improvement after an amber warning. All sexual harassment and sexual abuse |

Going For Gold

Going for Gold Certificates awarded for pupils who have achieved 10, 25, 50, 75 and 100 golds for behaviour. Children achieving 50 golds recognised and rewarded by the receipt of a special 'Going for Gold' badge.

Awards in assembly - Whole school

Golden Learning Behaviour Certificates awarded to individuals in recognition of children showing great learning behaviours - three word Friday.

Attendance – Whole School

Highest attending class in each Key Stage recognised during weekly celebration assembly (with the award of additional playtime). Our school captains present this reward.

Star of the Week Certificate

Star of the week certificate to be given to one individual per year group who has shown exceptional attitudes towards learning in that week. The member of staff who has nominated that pupil shares with the assembly why that pupil has been selected.

Contact home - Whole school

If a child shows exceptional or improved behaviour in school, or makes a great effort or improvement with class work staff can contact the child's home in the form of a phone call to deliver the positive news.








Sharing with others - Whole school

Children who have worked very well and achieved success may be sent to another member of staff to share their work with them.

Class Dojos

Children are allocated 'Class Dojo' points in recognition of a display of one of the seven Golden Learning behaviours in school

These are:

-  Love Learning
-  Self Help
-  Believe in Yourself
-  Focus
-  Loving a Challenge
-  Persevere
-  Teamwork

6. Consequences

Our Golden Rules are displayed in all classrooms and around school to encourage children to make good choices and behave in an acceptable way. Our consequences are not designed to humiliate or embarrass, but to discourage unwanted and unacceptable behaviour. We want children to learn and work together socially to achieve success. At the heart of our policy is the belief and understanding that **EACH DAY IS A FRESH START** – with all pupils reverting to a green light.

The consequences are calmly and consistently applied in a manner that avoids confrontation, loss of control by the adult or humiliation of the child. All issues of conflict are dealt with in a consistent manner using a restorative approach. Children are asked to consider the impact of their actions on others.

- 1) *What is happening or has happened?*
- 2) *What were you thinking when it happened?*
- 3) *What did you feel inside?*
- 4) *How are you now?*
- 5) *Who else has been affected?*
- 6) *What needs to happen now?*

Unacceptable behaviour resulting in a light change is recorded on CPOMS for monitoring and tracking purposes. This helps us to get a picture of what a pupil is like around the whole school and can reveal repeated patterns of poor behaviour.

Our school rules, rewards and sanctions are appropriate and effective for most children but if a child is having emotional, social or behaviour difficulties parents/carers will be consulted and additional support may be given. This could involve staff devising an individual support plan. We may also, with parents /carers permission, seek advice and support from a learning mentor, school counsellor or the locality team.

Internal seclusion is the most serious school consequence prior to a period of fixed term exclusion. It is used for a range of behaviours that might previously resulted in a fixed term exclusion. It will only be applied after a range of other sanctions has been used. Pupils on internal seclusion will be isolated from mainstream lessons all day, including break and lunchtimes.

Exclusion is an extreme sanction and is only actioned by the Head teacher (or the Deputy Head teacher or Assistant Head teacher in their absence). The decision to exclude a pupil is taken in the response to a serious breach of the School's behaviour Policy or if the pupil were to remain in school it would seriously harm the education or welfare of the pupil or others in the school.

How consequences are applied

If children choose not to keep the school rules, the following sanctions apply in this order:

Foundation, Year 1-4

1. All children start on a green light at the beginning of each day.
2. A verbal warning is given
3. If a green light is changed to an amber light, it will result in a loss of 5 minutes of playtime or lunchtime.
4. If an amber light is changed to a red light, a loss of 10 minutes of playtime or lunchtime will be applied. Parents will be informed when there is a concern over repeated light changes.

Years 5 and 6

1. All children begin each day on a green light.
2. A verbal warning is given
3. If a green light is changed to an amber light, it will result in a loss of 10 minutes of playtime or lunchtime.
4. If an amber light is changed to a red light, a loss of 15 minutes of playtime or lunchtime will be applied. Parents will be informed when there is a concern over repeated light changes

Partner Classes:

Further to the playtime consequence for a light change a red light will result in time out immediately following the change for the remainder of the time to either break, lunch or the end of the day - dependent on when the light change is awarded. The partner classes have been outlined below.

| | | | |
|---------|---------|---------|--|
| 1M - 4M | 2M - 5M | 3M - 6M | In the eventuality your partner class is not available please send the child/children to EYFS. |
| 1P - 4P | 2P - 5P | 3P - 6P | |
| 1S - 4S | 2S - 5S | 3S - 6S | |

7. RECORDING AND REPORTING

There are key areas:

1. Inappropriate behaviour: Only incidents resulting in a sanction greater than a Formal Verbal Warning need be recorded. These should be recorded on CPOMS.
2. Bullying: All incidents of bullying must be recorded formally on CPOMS. The Headteacher will regularly report incidents to the Local Governing Body and other bodies as appropriate.
3. Racial, sexual or homophobic abuse or harassment: All incidents of harassment must be recorded formally on CPOMS. The Headteacher will regularly report incidents to the Local Governing Body and other bodies as appropriate.

Appendix A

Internal Seclusion

Internal Seclusion forms part of our whole school behavioural management process. It is the most serious school sanction prior to a period of fixed-term exclusion. It is to be used for a range of behaviours that might have previously resulted in a fixed-term exclusion.

Pupils will be placed in the Deputy/Assistant Head teacher's Office for the duration of the Internal Seclusion. It operates each day, and can only cater for one pupil at any one time. Pupils on Internal Seclusion will be isolated from mainstream lessons all day, including break and lunchtime. They work in silence, supervised by a select group of appropriate staff.

The use of this sanction is primarily for pupils who have made inappropriate choices and is an alternative to fixed-term exclusion. The maximum period of Internal Seclusion will be three days. It is not to be used for minor offences, as this would devalue its impact and lessen its effectiveness.

Internal Seclusion will only be implemented by a member of the School Leadership Team who will communicate directly with the parents and will (ordinarily) only be applied after a range of other sanctions have been used.

Head teacher to report to governors termly within the head teacher report the number and effectiveness of seclusions.

Referral

The following is a guide to the process or pathway a referral to Internal Seclusion may take.

- A pupil makes an inappropriate choice that warrants a high order sanction.
- The class teacher collects the evidence and communicates the details to the Head teacher (HT), Deputy Head teacher (DHT) or Assistant Head teacher (AHT) as appropriate.
- The HT, DHT or AHT makes the decision to implement the use of this sanction and informs the parents of the pupil concerned by telephone. This will outline the reason(s) why they are being isolated from the rest of the school and the duration of the Internal Seclusion.
- The DHT or AHT will inform all relevant members of staff.
- Relevant teaching staff will be responsible for ensuring that work is provided for pupils to complete whilst on Internal Seclusion.
- If the pupil's behaviour has been particularly concerning, they may be sent directly to the DHT/AHT's office to begin their Internal Seclusion immediately.

Procedures on the day of Internal Seclusion:

- Internal Seclusion will start at 8.50am and finish at 3.15pm, unless inclusion is set for a shorter period of time.
- The pupil will report to reception at 8.50am and be taken directly to the DHT/AHT's office.
- Work will be provided by relevant members of staff with sufficient resources to complete the work.
- Misbehaviour whilst on Internal Seclusion will most likely lead to a period of fixed-term exclusion.
- Morning break will be spent in the EYFS/KS1 playground (supervised) outside of the usual play-time period or spent sat in the school reception area.
- Pupils will be given supervised access to the Accessible Toilet in the reception area.
- Lunchtime will be spent in the DHT/AHT's office or in the reception area (with food being eaten at the table outside the Learning Mentor's Office).
- Pupils will have been informed that they are to bring a packed lunch (pupils on free school meals will be provided with a packed lunch prepared by the school canteen staff).
- Staff supervising Internal Seclusion will not leave pupils unsupervised (the nature of its locations means that there are always members of staff in attendance).

Appendix B

Exclusion

This section deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- To ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed;
- To realise the aim of reducing the need to use exclusion as a sanction.

Introduction

The decision to exclude a pupil will be taken in the following circumstances:-

- a) In response to a serious breach of the School's Behaviour Policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher (or the Deputy Head teacher or Assistant Head teacher in his absence). Exclusion, whether fixed-term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to staff and other adults
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Arson Serious actual or threatened violence against another pupil or a member of staff
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

This is not an exhaustive list and there may be other situations where the Head teacher makes the judgement that exclusion is an appropriate sanction.

Exclusion Procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed-term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a statutory examination. The Governors have established arrangements to review fixed-term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be provided on collection giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Board of Governors and the Local Authority as directed in the letter. A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Head teacher and other staff where appropriate. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, pupil and parents.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/ guardians.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour

including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Sexual abuse or assault;
- Supplying an illegal drug;
- Serious actual or threatened violence against another pupil or a member of staff.
- Carrying an Offensive Weapon;
- Arson;

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head teacher will:-

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account appropriate policies;
- Allow the pupil to give her/his version of events;
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head is satisfied that, on the balance of probabilities, the pupil did what he/she is alleged to have done, subject to agreement from a panel of 3 governors, exclusion will be the outcome.

Please note Fixed Term and Permanent Exclusions are a last resort and the school will follow Trust and national guidelines (<https://www.gov.uk/government/publications/school-exclusion>)

Appendix C

Anti-Racism

The pupils will be taught that racism is unacceptable and will not be tolerated.

Definition

"... any incident which is perceived to be racist by the victim or any other person." (The Macpherson Report).

"The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was racist or not [but] rather to ensure that investigations take full account of the possibility of a racist dimension to the incident" (Home Office Code of Practice).

Aims:

- To educate children that racism is unacceptable and will not be tolerated.
- To ensure that all children learn with confidence in an environment that is free from racism, stereotyping and racist bullying.
- To ensure that all children have an equal share in the rising standards of educational attainment.

Examples of racist incidents:

- name calling; verbal abuse and threats; racist comments
- graffiti; bringing racist material into school
- wearing racist badges
- ridicule of others' cultural differences
- physical assault which is racially motivated
- damage which is racially motivated
- incitement to others to behave in a racist way
- refusal to co-operate with others because of their ethnic origin

Procedures:

- The Headteacher is responsible for implementing and monitoring school policy
- Governors should be aware of the policy.
- Allegations will be treated seriously. Accurate records will be kept
- Support will be given to the victim and reassurance that the matter will be investigated.
- If the allegation is corroborated the perpetrator will be dealt with firmly - counsel as well as sanction.
- Parents/guardians will be informed and advised of action taken.
- Staff, governors, parents and pupils will be informed regarding this policy and its procedures.
- Parental complaints regarding racist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, LGB, Trust).

Appendix D

Anti-Bullying

Objectives

Montpelier Primary School Anti-Bullying Policy outlines what Montpelier Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of bullying

Bullying is a subjective experience and can take many forms. Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.

Examples of bullying can include (but is not limited to): name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Preventing, identifying and responding to bullying

We will:

- Expect all staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.

Involvement of pupils / pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools.

- 🔊 Publicise the details of helplines and websites.
- 🔊 Offer support to pupils who have been bullied.
- 🔊 Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- 🔊 Ensure that parents / carers know whom to contact if they are worried about bullying.
- 🔊 Ensure parents know about our complaints procedure and how to use it effectively.
- 🔊 Ensure parents / carers know where to access independent advice about bullying.
- 🔊 Work with parents and the local community to address issues beyond the school gates that give rise to bullying.
- 🔊 Links with other school policies and practices.

Monitoring & review, policy into practice.

This policy is reviewed regularly by the Senior Leadership Team (SLT) and Local Governing Body (LGB). The school uses the guidance by the DfE and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

- 🔊 School Governors should be aware of this policy.

It is the responsibility of:

- 🔊 The Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- 🔊 The Head teacher to communicate the policy to the school community.
- 🔊 Pupils to abide by the policy.

Appendix E

Peer on Peer Abuse (Including Sexual Harassment & Sexual Abuse)

This section should be read in conjunction with the school's Safeguarding Policy.

All staff should recognise that children are capable of abusing their peers (including online) and that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), sexual harassment and sexual abuse, gender based violence/sexual assaults and consensual and non-consensual sharing of nude and semi-nude images and/or videos. Peer on peer abuse can happen both inside and outside of school and online.

At Montpelier Primary School sexual harassment and sexual abuse are not tolerated. Abuse is abuse and should never be passed off as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Sexual violence and harassment exist on a continuum and can overlap. Montpelier Primary School will address all inappropriate behaviour as this could develop into sexual violence or harassment later – behaviour policy will apply. All sexualised behaviour will result in an immediate red light and contact with parents and carers of both perpetrator and victim. Montpelier Primary School is understanding that victim's attainment will suffer as a result. Montpelier Primary School will ensure all victims are supported and reassured they are doing the right thing.

Montpelier Primary School will adopt a zero tolerance approach to sexual violence and harassment. Montpelier Primary School recognise that it should never be normalised. Montpelier Primary School will act upon behaviour such as; grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Montpelier Primary School have an understanding that children with SEND are 3 times more likely to be victims of sexual violence and harassment. If a SEND child makes a disclosure the SENCO will be involved. Montpelier Primary School recognise LGBTQ+ children are likely to be targeted by peers.

At Montpelier Primary School we recognise that that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported. All staff understand the importance of challenging inappropriate behaviours between peers. Different gender issues can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation-type violence. It is more likely that girls will be victims and boys will be perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously.

Other forms of peer on peer abuse are:

- Unwanted touching
- Feeling pressured to do sexual things they did not want to
- Sexual assault of any kind
- Unwanted or inappropriate sexual comments
- Rumours about sexual activity
- Sexist name-calling
- Being sent sexual pictures or videos they did not want to see
- Being put under pressure to provide sexual images of themselves
- Having pictures or videos that they sent being shared more widely without their knowledge or consent
- Being photographed or videoed without their knowledge or consent
- Having pictures or videos that they don't know about being circulated
- Sexual violence such as rape, assault by penetration and sexual assault (including any online element that facilitates or threatens and/or encourages sexual violence).
- Harmful Sexual Behaviours (HSB) such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Bullying (including cyberbullying, prejudiced based and discriminatory bullying).
- Abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (again this may include an online element which facilitates, threatens and/or encourages physical abuse).

- 🔊 'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.
- 🔊 Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery):
- 🔊 Initiation/hazing type violence and rituals (this may include an online element).
- 🔊 At Montpelier Primary School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
- 🔊 We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- 🔊 Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- 🔊 Is of a serious nature, possibly including a criminal offence;
- 🔊 Raises risk factors for other pupils in the school;
- 🔊 Indicates that other pupils may have been affected by this student;
- 🔊 Indicates that young people outside the school may be affected by this student.

Any child experiencing peer on peer abuse should report the abuse to a member of staff, that member of staff will report the concern to the Safeguarding Team.

We will support the victims of peer on peer abuse by thoroughly investigating the allegation and liaising with - or even deferring the investigation to – our linked police officer.

All allegations of peer on peer abuse will be recorded on CPOMS. We will make a final decision about how to act on a case-by-case basis, and will follow our procedures stated within the Behaviour policy.

Definitions of the following: Rape, Assault by penetration, Sexual assault, Sexual activity without consent and consent can be found in the Montpelier Primary School Safeguarding Policy.