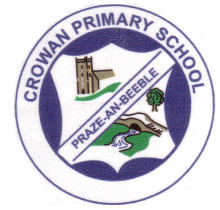


# Crowan Primary School - Behaviour and anti-Bullying Policy



**Review date:** Autumn 2023

**Ratified by Governors on:** 16/11/20

**Signed:**

\*This policy will be reviewed annually.

## 1. Introduction -

This policy was developed through a process of consultation between the staff, governors, parents and pupils of the school.

It is written in accordance with the Department for Education's '**Behaviour and Discipline in Schools Advice for Headteachers and School Staff (January 2016)**' and will be publicised to staff, parents and pupils at least once a year and made available to view/download from the school's website. Our policy also has due regard to the statutory guidance produced by the Department for Education: 'Keeping children safe in education' (September 2020) including **peer on peer abuse**.

## Rationale -

At Crowan Primary School we endeavour to consistently model and emphasise only positive behaviours towards life and learning. We encourage the best efforts and work from all of our pupils and seek to develop mutually respectful relationships.

We believe that making learning purposeful, memorable and enjoyable is the best way to achieve the highest academic standards.

By gaining a good knowledge of each individual, we strive to identify opportunities for all to achieve a sense of self-worth, achievement and fulfilment.

We actively promote a 'growth mind-set' amongst our pupils and encourage independence, resilience and a 'can do' attitude in tackling challenges in both their work and developing relationships.

*\*Reasonable adjustments will be made to its implementation for pupils with special educational needs and/or disabilities identified within the school's Record of Need.*

Thoughtless or bad behaviour can disrupt this process and will be dealt with fairly and consistently in applying the approach outlined in this policy. The school will be proactive in tackling poor or inappropriate behaviour and will, through the curriculum, help the children to learn the necessary social skills to participate fully in our school and wider society.

## 2. Aims and Objectives -

- To help each child to develop courtesy, consideration, respect for and tolerance of each-other and other races, religions, cultures and lifestyles.
- To help each child to develop self-discipline and to behave as a responsible and thoughtful person.
- To help each child to behave well both as an individual, as part of a small group, as part of a class and as part of the school and wider community.
- To help ensure the safety and well-being of all pupils.

- To have a wide agreement and understanding of expected and acceptable standards of behaviour and how these are achieved.
- To ensure that standards are consistently modelled and fairly applied throughout the school, taking into consideration the age and maturity of the individuals.

### 3. Organisation –

- Our school rules will be regularly reviewed, discussed and promoted. Changes to the rules or policy will be as a result of consultation and the amendments advertised to the whole school community.

#### Crowan Primary School Rules:

- a. **We always avoid hurting other people on purpose**
- b. **We treat everyone with respect and courtesy**
- c. **We look after our own and other people's property**
- d. **We respect the environment of the school and wider community**

These rules will be clearly displayed in each classroom and in the hall. They will be publicised through the school prospectus and '**Home-School Agreement**'.

All staff (including Teaching Assistants and Lunchtime Supervisors) must accept responsibility for maintaining and modelling good behaviour throughout the school.

Staff will address concerns over pupils' general behaviour through class Circle Time discussions, assemblies, pupil conferences and the curriculum.

*\*Deliberate damage caused to school equipment, resources or to the fabric of the building/premises may result in a claim for damages being issued to the parent/carer of the child found to be responsible. The cost of repair or replacement in full may be required - [see Crowan Primary School 'Charging Policy'](#).*

#### Rewards –

- a. Good behaviour and work will be recognised, encouraged and rewarded by the use of **oral and/or written praise** or the presentation of team or House points.
- b. **Team points** or House points can be given by any member of staff for effort, achievement, courtesy, honesty or good behaviour generally. *Once given team points cannot be taken away.*
- c. **Parents will be informed** of successful achievements and behaviours across the school *(for example, through the weekly newsletter, presentation of certificates in assembly...)*
- d. Children will be given the opportunity to undertake **specific areas of responsibility** as a reward for trustworthy behaviour *(for example, monitors, Play Leaders..)*
- e. The '**friendship bench**' will be promoted as a means to achieve caring and inclusive behaviour during playtimes.
- f. During lunchtimes good manners and behaviour will be recognised through the award of a **golden ticket** to individuals and/or team points. The Lunchtime Supervisors will identify children who consistently model good behaviour and award these children golden tickets. These tickets will be collected and placed in the **Golden Box**. Each week a draw will be made from the tickets in the box and the winners awarded a small prize.
- g. The provision of **Golden Time** (usually on a Friday afternoon) may be used as a reward for good behaviour throughout the week. The children will have the opportunity to take part in self-directed activities, such as, modelling, drawing, using the computer games...as provided by the class-teacher.

- h. At the end of Year 6, pupils leaving the school will be presented with various **achievement awards** as recognition of their contribution to the school. This will inspire the younger children to further develop their own positive attitudes to their schooling.

We use NED to frequently remind the children of the positive behaviours we value:

Never give up.  
Encourage others.  
Do you best.

Assemblies and class activities are drawn from the NED website and NED certificates are awarded in the whole school assembly, displayed on the notice-board and published in the school newsletter. <http://www.thenedshow.com/pbis.html>

### Sanctions –

- a. Misbehaviour will be dealt with in a fair and consistent way, though due regard will be given to the age, maturity and specific circumstances of the individuals involved. Children must never be intentionally insulted or humiliated. If warranted, the behaviour incident will be recorded in the **Behaviour File** kept in the PPA Office and the child's parent informed by phone or in-person at the end of the school day. The Behaviour File entries are monitored to identify pupils who may need certain interventions or support.
- b. Sanctions and loss of privileges will be applied according to the agreed Crowan Primary School '**Behaviour Management Ladder**' (see Appendix A)
- c. Bullying behaviour will not be tolerated and will be dealt with promptly and firmly - see [Anti-bullying section below](#).
- d. Children who show poor behaviour and who break the School Rules will receive a sanction as outlined in the Crowan Primary School '**Action/Consequence Chart**' (see Appendix B) displayed in each classroom This includes loss of Golden Time up to 15 minutes, where the children will be required to sit out, and not join-in with any of the activities, until their time penalty has been concluded. *Wherever possible the staff will look for opportunities to return lost Golden Time to a child by noticing positive behaviour, and the time penalty may be redeemed in such a way.*
- e. Children who show consistently poor behaviour may be given a **Home/School Link Book** containing targets to help the child to improve his/her behaviour. These targets will be arrived at following a consultation with the child, the parent/carer and the class teacher. They will be monitored over an agreed period and adjusted as necessary.
- f. The aim of the Home/School Link Book is to help the child to address the pattern of poor behaviour by the school and home working in close partnership to set targets, establish appropriate strategies, monitor progress and to reinforce desirable outcomes.
- g. In certain cases, the SENCo, class teacher and parent/carer of the child will work together to produce an **Individual Behaviour Plan**. The expertise of outside agencies may be called in such circumstances.
- h. If the child's behaviour continues to be unacceptable then there will be an **exclusion warning**, and in the last resort **fixed-term** or **permanent exclusion** may result.

### Exclusions:

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where

it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017)

Please see the Southerly Point Co-operative Multi Academy Trust's 'Exclusions Policy' for more details.

#### **When can a child be sent off-site for education?**

Under section 29A Education Act 2002 (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a pupil off-site for education to improve his or her behaviour. In this situation, the governing body must:

- ensure that parents are given clear information about the placement - why, when, where and how it will be reviewed;
- advise the Local Authority, where the child has a Statement of SEN or EHCP;
- regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.

Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks. The governing body should have a plan for reintegrating a child into mainstream education at the end of the placement off-site. A report should be produced of the pupil's achievements, attainment and progress as well as attendance.

#### **Monitoring -**

The behaviour of the children and success of this policy will be continually monitored. Information about the behaviour of the children will be sought informally from the whole school community, and from questions at the termly Parent Forum or from the annual parent and pupil questionnaires/pupil conferencing. Governor visits may, from time to time, have a focus on the observed behaviour of the children.

Our efforts will be measured against how successfully the school:

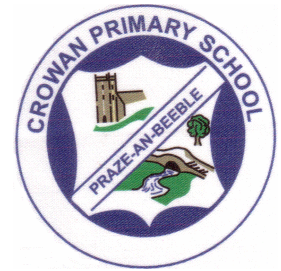
- Recognises and encourages good behaviour
- Promotes a happy and positive atmosphere
- Tackles incidents of unacceptable or poor behaviour

#### **Staff Development -**

Staff will be provided with suitable training to ensure that the school continues to provide an orderly, learning environment where children feel valued and are motivated to learn, and where all those who work with the children are aware of their roles in encouraging good behaviour whilst confidently tackling poor behaviour.

## Appendix A

### Crowan School Behaviour Policy



#### **Behaviour Management Ladder**

Child reminded of expectations for proper behaviour in school (school rules).

Discussion between adult and child about his/her behaviour leading to a verbal apology.

Loss of privilege for the child, for example, 5 minute blocks of Golden Time, up to a maximum of 15 minutes.

Issues explored through a class discussion or Circle Time.

Child receives a written warning and a loss of a playtime.

Interview with the Headteacher and a loss of free time or privilege.

Interview with the Headteacher with possible communication with child's parent/carer.

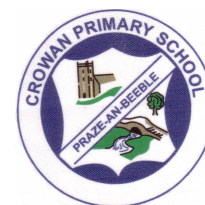
Involvement of outside personnel.

Suspension.

- There is flexibility within the system but the treatment of children must be fair and consistent.
- The point of entry on the behaviour ladder will depend on the misdemeanour but should follow the same progression.
- Physical abuse of other children requires the child to be sent immediately to the Headteacher/Assistant Headteacher.
- Time out of the classroom may prevent the escalation of a problem but an adult must supervise the child at all times.
- Other methods aimed at diffusing and de-escalating a child's poor behaviour are to be encouraged, especially where these would help the child to better understand and address the causes and consequences of his/her actions.

## Appendix B

### Crowan School Behaviour Policy



### Action/Consequence Chart

#### ACTION

#### CONSEQUENCE

- |  |   |
|--|---|
| ▪ If you break a school rule.            | You will be verbally reminded of how to behave in school. |
| ▪ If you continue to break school rules. | You will lose your Golden Time in blocks of               |

5 minutes and certain privileges.

- |  |  |
|--|--|
| ▪ If you show poor behaviour involving being rude or unkind.                                   | You will lose a playtime.                                  |
| ▪ If you continued to show poor behaviour, including being rude, un-kind or damaging property. | You will lose playtimes and certain privileges.            |
| ▪ If you show serious poor behaviour, including aggression towards others.                     | You will be sent to the Headteacher/Assistant Headteacher. |
| ▪ If you continue to be poorly behaved.  | Your parent/carers will be contacted.                      |

## Anti-bullying procedures

**Definition** - Bullying behaviour involves the **PHYSICAL, SOCIAL or EMOTIONAL** harassment/harm of others. It can be defined as '*the intentional, repetitive or persistent hurting of one person by another, where the relationship involved is an imbalance of power.*' (As defined by the Anti-Bullying Alliance, November 2006)

*Bullying can be done face-to-face, through third parties, or through sending messages or images (such as by email, text, or over the internet - this is called 'cyber-bullying').*

It is exhibited as repeated behaviour representing an attempt to deliberately humiliate, intimidate or cause hurt to another person/s.

The bully uses his/her power (size of group, quickness of tongue, physical strength, social popularity etc) to try to gain an advantage over the victim/s.

Examples -

- physical intimidation; threats; kicking; hitting; pushing; tripping
- verbal abuse; name calling; taunting; mocking; making offensive comments
- excluding others from groups (indirect bullying); spreading rumours; malicious gossiping
- taking and damaging belongings



*Children can be both bully and be bullied at the same time. Although some children are vulnerable to bullying because of physical characteristics (such as height, weight, appearance) or social characteristics (such as where they live, ethnicity, religion, disability or sexuality), anyone can be bullied for any reason or difference.*

**Racist bullying, homophobic bullying and the bullying of children with learning or other disabilities** must be reported and recorded as such since this information may need to be passed on to the Local Authority and/or the Department for Education. At Crowan Primary School we make a note of these in our school **Behaviour File**, which is monitored by our Headteacher and Local Governing Body.

At Crowan Primary School we respect and endorse the right of **all** children to feel safe and secure, and for their welfare to be given due consideration, so that each child can give of their best and achieve his/her full potential.

**We do not tolerate bullying in any form.**

*Bullying is one of children and young people's main concerns. Bullying can destroy children's enjoyment of school, their family and social life, as well as their capacity to learn. Primary school children who are bullied are more likely to report disturbed sleep, bed-wetting, feeling sad, headaches and stomach aches. The risk of these symptoms increases with the frequency of the bullying and often leads to the child being absent or truanting from school.*

*They can be more anxious and insecure than those who are not bullied, and suffer from low self-esteem and see themselves as failures. Bullying can lead to depression or, in the most serious cases, self-harm or attempted suicide.*

#### **Aims -**

We aim to be proactive in the support we provide to children.

We use the curriculum:

- to help the children to understand their rights and responsibilities as members of the school community
- to help the children to develop 'protective behaviours' to resist peer pressures
- to help the children to know where appropriate support for those troubled can be found

We aim to apply the following principles:

- Bullying is everyone's concern and all staff will be encouraged to immediately investigate allegations and to be alert to potential episodes. Children will be listened to and the nature of their troubles explored and acted upon.
- Staff will do their best to help those who have been subjected to bullying.
- Those who display bullying behaviour will be helped to recognise why their actions are deemed unacceptable, to face up to the hurt these actions cause to others, and how they can modify their behaviour to prevent future incidents.
- Each case of bullying will be dealt with fairly and evenly with those involved given the opportunity to explain their actions and make amends for them. We recognise that those who engage in bullying may need help as well as punishment.

Behaviour management plans/contracts may be drawn up through consultation with the child, class-teacher and the child's parent/carer, so that potential trigger factors can be identified and early intervention strategies prepared and implemented. In certain cases, an Individual Safety Plan may be appropriate - [see SPCMAT 'Physical Intervention Policy'](#).



- Children who are the subject of bullying behaviour will be offered support to address any emotional or social consequences of being a victim. Sometimes the victim of bullying will need help to identify how to respond to any future instances, support to raise self-esteem and/or strategies to help avoid threatening situations.
- The school will continually seek to encourage positive behaviour through the award of Golden Time, golden tickets, House points/team points and certificates to children. Staff will model the kind of behaviours expected from the children and will endeavour to recognise, praise and reward good behaviour rather than to focus on poor behaviour.
- Children will be routinely reminded of the agreed Golden Rules and issues will be addressed through class discussions/Circle Time wherever necessary to help diffuse potential problems.
- *The school may use the annual Anti-Bullying Week, instigated and co-ordinated by the Anti-Bullying Alliance (and supported by the Children's Commissioner for England), to reaffirm the school's understanding of what is seen to constitute bullying behaviours and to its agree stance to such behaviours.*
- The school will encourage appropriate staff training and publicise relevant events/courses to parents/carers.

## Intervention –

### First Stage:

- A record of the incident will be kept in the school **Behaviour File** (located in the PPA Office)
- The child who has exhibited bullying behaviour may be removed from his/her peers for up to one day (e.g., transfer to another class; detention; separation) if appropriate, *e.g. the victim is in the same class.*
- The parent/carer of the child who has exhibited bullying behaviour will be informed of the incident and the sanctions and support provided by the school will be discussed.
- The child who has exhibited bullying behaviour will be talked through the school's **Behaviour rules**. (Appendix A)
- The parent/carer of the child who has been the victim of bullying will be informed and the child given appropriate support
- Social-stories and social skill group work, Restorative Justice or 'Circle of Friends' strategies will be explored to help address the needs of the children involved in any incident.

### Second Stage:

- The Behaviour File will be up-dated
- The child who has continued to exhibit bullying behaviour may be removed from his peers for an extended period of time if this is appropriate
- The parent/carer of the child who has continued to exhibit bullying behaviour will be invited to attend a meeting with the appropriate member/s of staff from the school
- The child who has continued to exhibit bullying behaviour will be required to report daily to the Headteacher, or nominated representative, for an agreed period of time
- A Home-School link book will be introduced with agreed targets to help modify the child's behaviour

- The parent/carer of the child who has been the victim of bullying will be informed and the child given appropriate support

**Third Stage: (and/or failure to make progress with the home/school link book targets):**

- The Behaviour File will be up-dated.
- The child's Home-School link book record will be up-dated
- Support from appropriate outside agencies will be sought and strategies implemented following agreement with the child's parent/carer (e.g. counselling)
- The child who continues to exhibit bullying behaviour will be given a fixed-term exclusion warning

**Fourth Stage:**

- The child who continues to exhibit bullying behaviour will be given a fixed-term exclusion - [see SPCMAT' Exclusions Policy'](#)
- A meeting between the child's parent/carer and the appropriate school representatives will be arranged before re-integration to agree strategies and procedures

**Note - depending upon the circumstances, exclusion may take place on the first occurrence at the discretion of the Headteacher and Governors.**

**Formal procedures exist for school exclusions and appeals and these will be properly observed.**

Children who are identified as being the repeated victims of bullying behaviour may have an **Individual Safety Plan** developed by the school and discussions held with the parent/carer to identify appropriate strategies to support the child.

Children with Special Educational Needs and/or Disabilities may not readily understand how their behaviour impacts upon others and are often singled-out by bullies. Incidents involving children with SEND (whether their condition is formally identified or not) will be managed sensitively and proactively using the support of other professionals where appropriate.

**Monitoring and Evaluation -**

The Headteacher will nominate a member of staff to keep a check on what happens after a reported incident of bullying has been dealt with, to see if what the school did in response to it was effective. Where necessary this policy and the procedures outlined within it will be reviewed and revised.

The views of staff, parents/carers, governors and the children will be sought annually to help determine whether the way the school deals with bullying needs to change in any way and to evaluate the extent to which the preventative strategies are working.

Any changes to the policy will be discussed with staff, parents/carers, governors and the children, and the new version publicised through the newsletter, website and prospectus.

## **Cyber-bullying**

### **What is cyberbullying?**

"Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."  
(Research commissioned by the Anti-Bullying Alliance).

**Seven categories of cyber-bullying have been identified:**

1. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
2. Picture/video-clip bullying via mobile phone cameras *used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people, for example, 'Happy slapping' involves filming and sharing physical attacks.*
3. Phone call bullying via mobile phone uses silent calls or abusive messages. *Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.*
4. Email bullying where email is used to send bullying or threatening messages, *often this involves use of a pseudonym for anonymity or using someone else's name to pin the blame on them.*
5. Chat room bullying *involving sending menacing or upsetting responses to children or young people when they are in a web-based chat room.*
6. Bullying through instant messaging (IM) - *an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.*
7. Bullying via websites *includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.*

**What can schools do about it?**

While other forms of bullying remain prevalent, cyber-bullying is already a significant issue for many young people.

Crowan Primary School recognises that staff, parents and children need to work together to prevent this and to tackle it whenever it occurs.

Crowan Primary School ensures that:

- the planned curriculum teaches pupils how to use IT safely, about some of the inherent risks and the consequences of their misusing IT.
- all e-communications used on the school site or as part of school activities off-site can be monitored.
- internet filtering technologies are continually updated and harmful sites and materials are blocked.
- the staff work with pupils and parents to ensure, as far as practical, that IT is used safely, taking account of local and national guidance and good practice.
- security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside of the school.
- the staff work with the police and other partners to best manage cyber-bullying and crime.

**ICT and Mobile Phone Policy**

Pupils at Crowan Primary School are not permitted to use mobile phones on the school site or at other times when under the school's authority, *including residential visits*.

If a cyber-bullying incident directed at a child occurs using e-mail or mobile phone technology, either inside or outside school time, Crowan Primary School will take the following steps:

- Advise the child not to respond to the message
- Refer to relevant policies, *e.g. e-safety/acceptable use protocols, anti-bullying and PSHE*, and apply appropriate sanctions
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents of the children involved
- Consider delivering a parent workshop for the school community
- Consider informing the police depending on the severity or repetitious nature of the offence. The school recognises that some cyber-bullying activities could be a criminal offence under a range of different laws including: *the Protection from Harassment Act 1997; the Malicious Communication Act 1988; section 127 of the Communications Act 2003 and the Public Order Act 1986*
- Inform South West Grid for Learning: [esafety@swgfl.org.uk](mailto:esafety@swgfl.org.uk) and the SPCMAT Data Protection Officer

If malicious or threatening comments are posted on an internet site or social networking site about a pupil or member of staff, Crowan Primary School will also:

- Inform and request that the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to [www.ceop.gov.uk/contact\\_us.html](http://www.ceop.gov.uk/contact_us.html) if of a sexual nature
- Endeavour to trace the origin and inform the police as appropriate.
- Inform South West Grid for Learning: [esafety@swgfl.org.uk](mailto:esafety@swgfl.org.uk)

## Working with Parents

The school seeks to regularly update parents on:

- What to do if problems arise
- E-communication standards and practices in school
- What is being taught in the curriculum
- Supporting parents and pupils if cyber-bullying occurs by:
  - ✓ Assessing the harm done
  - ✓ Identifying those involved
  - ✓ Taking steps to repair harm and to prevent recurrence

**Monitoring** - The named governor with responsibility for monitoring pupil welfare and well-being will also monitor and provide feedback to the Local Governing Body about the behaviour and conduct of the children within the school using visits to the school, and staff, pupil and parental feedback to raise questions, concerns or as a prompt for further investigation.

The use of technology to bully other children, such as internet and mobile phone bullying or *cyber bullying*, is of a growing concern in schools. At Crowan Primary we teach children how to use the internet safely and how to respond to inappropriate content accessed either by accident or as a result

of them being targeted by others. Sending offensive text messages or inappropriate images to others does constitute bullying where it is designed to harm, intimidate or cause upset to an individual.

Each pupil in Key Stage 2 is required to sign an **Acceptable Use Protocol** for the use of IT equipment in the school so that they understand what constitutes acceptable behaviour when using ICT and acknowledge the sanctions that can be applied by the school should they deliberately breach the arrangements. - [see SPCMAT 'On-line Safety and Data Security Policy' p28/29](#)

**We do not permit the children to carry mobile phones in school or to bring to school devices which could be used to capture and share an image of another person.**

#### **Guidance -**

- [DfE - 'Cyber-bullying: Advice for headteachers and school staff' \(2014\)](#)
- [DfE - 'Keeping children safe in education: Information for all school and college staff' \(2020\)](#)
- [Kidscape - 'Cyber-bullying and online safety: Guidelines for professionals](#)
- [Childnet International/TDA - Social Networking: A Guide for Trainee Teachers and NQTs' \(2011\)](#)
- [Cornwall Council: 'Use of social media both in and outside school'](#)

#### **Peer on Peer Abuse**

Peer on peer abuse occurs when a young person is exploited, bullied and /or harmed by their peers who are the same or a similar age; everyone directly involved with peer on peer abuse is under the age of 18 which defines the legal definition for a child in England.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power [for example age, size, ability, development] between the children concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, and school staff are supported and protected as appropriate.

## **Prevention**

As a school we will minimise the risk of allegations against other children by:

- Providing a developmentally appropriate PSHE and RSHE curriculum which develops children's understanding of acceptable behaviour and keeping themselves safe.
- Having a robust on-line safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.
- Having robust monitoring and filtering systems in place to ensure children are safe and act appropriately when using information technology in school.
- Having systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk.
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other children.
- We will ensure that there are clear and consistent boundaries to what is considered to be acceptable behaviour and children will understand the consequences of unacceptable behaviour or language.
- The school will ensure that parents have a clear understanding of behaviours and language that are not acceptable within school.

## **Procedure for Dealing with Allegations of Peer on Peer Abuse**

When an allegation is made by a child against another child, members of staff will consider whether the complaint raises a safeguarding concern.

If there is a safeguarding concern the Designated Safeguarding Lead [DSL] will be informed.

A factual record should be made of the allegation but no attempt at this stage should be made to investigate the circumstances.

If the case reaches the threshold, the Designated Safeguarding Lead will refer it to the MARU.

The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the child/ren being complained about and the alleged victim/s, will be informed and kept updated on the progress of the referral.

The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome and keep a copy in the Secure Safeguarding records.

If the allegation highlights a potential risk to the school and the child, the school will follow the school's behaviour policy and procedures and take appropriate action.

In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared along with a preventative, supervision plan. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.

Best practice in relation to record keeping and confidentiality should be adhered to at all times.

If the child has disclosed any potential harm, staff need to ensure the principles and best practice of dealing with a disclosure of abuse are followed.

## **Manage Internally**

In some cases, the Designated Safeguarding Lead may make the decision that this is a one-off incident with no significant harm to the child and deal with it internally. The behaviour and bullying



policy may be referred to in these incidents. All decisions, as well as the alleged incident, will be clearly recorded.

Further details of peer on peer abuse are contained within [Annexe A of the Department for Education statutory guidance for schools and colleges 'Keeping Children Safe in Education' \[September 2020\]](#).

All school staff and members of the Local Governing Body have access to this guidance and will have signed a declaration that they have read and understood their responsibilities in relation to school safeguarding and child protection as part of their induction. The school will ensure that there is further on-going training for staff and governors in relation to safeguarding and child protection and that they are provided with relevant safeguarding up-dates throughout the year - [see 'SPCMAT Safeguarding and Child Protection Policy'](#).

**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 a group of children. They can occur on-line or off-line (both physical and verbal) and are never acceptable.

Staff will:

- Make it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing-up;
- Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing-up", "just having a laugh" or "boys being boys"; and
- Challenge behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours would risk normalising them.

Should the staff at have a concern about a child or a child makes a report to them, they will speak to the **Designated Safeguarding Lead** and follow the school's usual safeguarding referral process.

[See: Keeping children safe in education \(September 2020\) pp92-94](#)

### **Radicalisation and Extremism -**

Children are vulnerable to extremist ideology and radicalisation.

Our staff have been trained to identify children who might be at risk of radicalisation and to act in accordance with the **Prevent Duty**. This requires schools to have "due regard" to the need to prevent people from being drawn into terrorism.

Where there are concerns about the behaviour of a child in this respect the matter will be treated as a safeguarding concern and the **Designated Safeguarding Lead (DSL)** informed. The school will act proportionately to support those who may be in need of help or protection. Our response may include a possible referral to the **Multi Agency Referral Unit (MARU)** or **Channel programme**

- [see Crowan Primary School's 'Tackling Extremism and Radicalisation Policy' and 'Prevent Duty'](#).

- [see SPCMAT 'Safeguarding and Child Protection Policy'](#).

- [see Keeping children safe in education \(September 2020\) p90](#)

### **Diversity Incidents/Hate Crime in Schools - Online reporting**

**What is a diversity incident?** - *downloaded from the Cornwall Council website 11/2/19.*

### What is a racist incident?

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. It is defined in the Stephen Lawrence Inquiry Report as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its subtle form it is more damaging as in its more overt form. It may also include reference to religion or belief.

### What is a phobic incident?

A homophobic or trans-phobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

### What about other incidents?

Incidents that target people because of their disability, gender, age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

### Do we have to report diversity incidents to the Local Authority?

Crowan Primary School will not hesitate to report diversity incidents to the Local Authority as they occur.

This is to enable the gathering of information on the number and nature of diversity incidents within Cornish schools. The information is analysed to identify areas of concern and any developing trends so that appropriate strategies can be developed to tackle them.

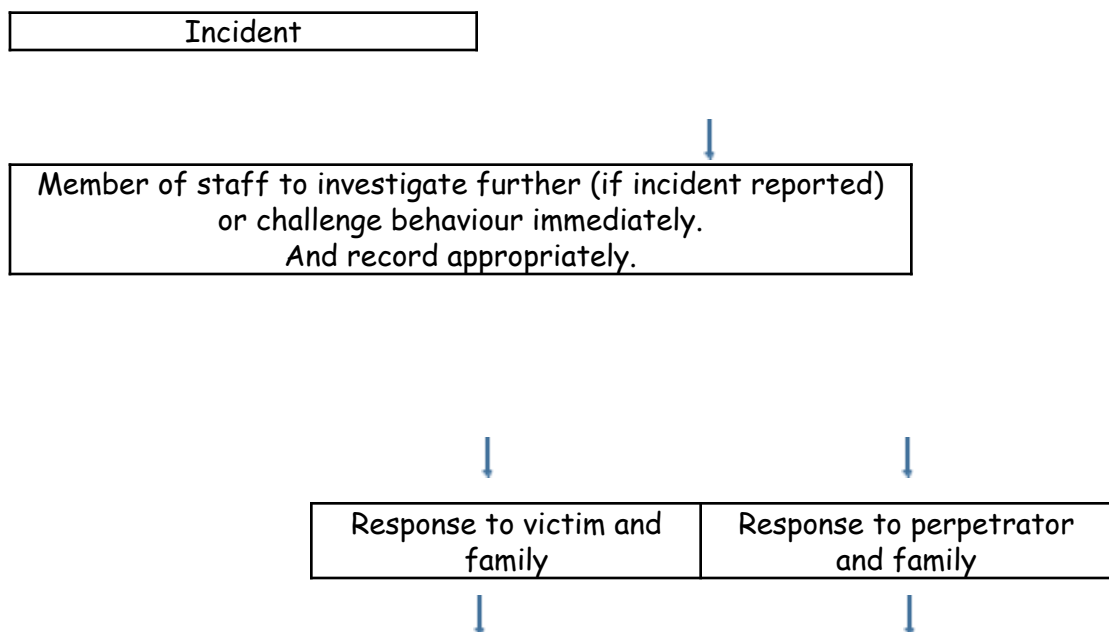
The **Diversity Incident Form** will be completed on-line by the relevant member of staff having first read the appropriate guidance. [Complete a diversity incident form](#) see: **Appendix C**

Please [read the guidance](#) prior to completing the online form below.

<https://www.cornwall.gov.uk/media/17285783/guidance-for-completing-the-incident-form.pdf>

It is a legal requirement to report racist incidents annually to the Local Authority.

### Hate Incident and Hate Crimes Flowchart



Action taken to address issue with individuals/class/year group/school if necessary through assembly/PSHE



Incident form to be completed.  
Incident to be reported to Local Governing Body and Local Authority.  
*In all cases, incident report must be submitted to Education, Health and Social Care (EHSC) within 5 days.*

\*If consent has been given then report the incident to the Police.

If someone is in immediate danger ring 999 or text 18000.

If not an emergency: Ring 101 or text 18001.

Email: [101@devonandcornwall.pnn.police.uk](mailto:101@devonandcornwall.pnn.police.uk)

Online: True vision: [www.report-it.org.uk](http://www.report-it.org.uk)

Police website: [www.devon-cornwall.police.uk](http://www.devon-cornwall.police.uk)

Alternatively contact one of the third party reporting/supporting centres from the Local Authority 'Guidance for schools completing the Hate Incident Reporting Form' pp 5-6.

**If our school reports a high number of incidents, will it be labelled as a 'racist' or 'phobic' school?**

Absolutely not. Reporting incidents does not necessarily point to a problem within a particular school, but instead highlights that the school is sensitive to the issue of racism, homophobia and prejudice and creates an ethos where children and young people and their families feel safe in reporting incidents.

**How often do we have to report diversity incidents?**

The guidance urges schools to report incidents to the Local Authority on a more frequent basis than once a year. This is in order to make their response and support more timely and relevant and to increase community confidence in the commitment of both schools and local authorities to promoting race equality.

**What does the Local Authority do with the information?**

Every incident report is read and support is offered to a school where it appears that support may be needed. This may be through a telephone conversation, a visit if the school so wishes, signposting to training opportunities or to another agency that may be able to meet the needs of the school, the victim or the alleged perpetrator. Data is also collected for monitoring purposes. These processes are confidential and no school, child or family will be identified.

**How do we go about reporting incidents to the Local Authority?**

All schools should use their own log book ('Behaviour File') on a daily basis to record every incident of bullying and harassment. In addition, Cornwall Local Authority has devised a standard form for the use of schools to record racist/diversity/hate incidents and also a form for children and young people to complete - the Local Authority [Diversity Incident Report Form](#).

**Who is responsible for recording diversity incidents in schools?**

The legal responsibility to meet the requirements of the Race Relations (Amendment) Act 2000 rests with the School Board of Management or Governing Body, who should maintain an overview of the implementation of their **Single Equality Scheme** which includes monitoring and addressing racist incidents. It is important for a senior member of staff to be responsible for monitoring and dealing with all incidents in the school.

Communication between senior staff and the Headteacher and Governors is extremely important. At Crowan Primary School, the Headteacher will routinely monitor the entries in the Behaviour File and inform the Chair of the Local Governing Body of incidents, provision, sanctions and outcomes as appropriate.

### **Will Ofsted inspectors ask schools about diversity incidents?**

Schools may be asked by the local authority or by Ofsted to demonstrate how they promote racial harmony and community cohesion and whether pupils are able to learn free from harassment and discrimination. When Ofsted's inspectors visit a school, they can ask for evidence to demonstrate links between the handling of incidents and their action plan on equality - [see Crowan Primary School's 'Equality Objectives' and the SPCMAT 'Equality Policy'](#).

### **Should racism be recorded as a reason for exclusion?**

It is a statutory requirement for schools to record reasons for permanent exclusions - this includes diversity incidents - [see SPCMAT 'Exclusions Policy'](#).

### **Is the school responsible for incidents that happen outside school?**

Pupils may be subject to racist bullying and harassment on their journeys to and from school. The actions of pupils outside the school affect the reputation of the school.

Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils' conduct. *This rule of law has been clarified and put on a statutory basis by section 90(2) (a) of the Education and Inspection Act 2006.*

### **What will happen if a school does not report any incidents?**

Where there is a risk of under-reporting the local authority will probe returns from schools that have recorded no racist incidents for a year or longer.

### **Links for support and advice in Cornwall**

- Intercom Trust 01209 211360 [abc@intercomtrust.org.uk](mailto:abc@intercomtrust.org.uk)
- Disability Cornwall 01736 756644 [info@disabilitycornwall.org.uk](mailto:info@disabilitycornwall.org.uk)

### **Associated Documents:**

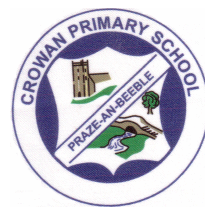
- [Crowan Primary Home-School Agreement](#)
- [Crowan Primary PSHE Policy](#)
- [Crowan Primary School Special Educational Needs and Inclusion Policy](#)
- [Crowan Primary School Prevent Duty](#)
- [Crowan Primary School Curriculum Policy](#)

- *Child Protection Summary for all Temporary Staff at Crowan Primary School*
- *SPCMAT Safeguarding and Child Protection Policy*
- *SPCMAT School Exclusions Policy*
- *SPCMAT Whistleblowing Policy*
- *SPCMAT On-line Safety and Data Security Policy*
- *SPCMAT Acceptable Use Protocol (Pupils) (Staff)*
- *SPCMAT Education of Children in Care Policy*
- *SPCMAT Staff Code of Conduct*
- *SPCMAT Physical Intervention Policy*
- *Crowan Primary School Guidance for Safer Working Practice for Adults who Work with Children & Young People*
- *'Keeping Children Safe in Education' (September 2020)*
- *SPCMAT Complaints Policy*
- *Crowan Primary School Equality Objectives*
- *SPCMAT Equality Policy*
- *Charging and Remissions Policy*

## **Resources:**

Briefing materials and other resources are now available to download directly from the [Anti-Bullying Alliance](#) website.

The Department for Education has produced [guidance on Preventing and Tackling Bullying](#). Schools will get support from **Barnardo's** for their work helping LGBTQ children and young people who are being bullied. The toolkit will give schools and local communities the tools to effectively address homophobic, bi-phobic and transphobic (HBT) bullying, and support young people. The resource includes views from all the major religions, as well as an information pack with background to the issue, advice sheets and personal stories from the LGBTQ community. Barnardo's Positive Identities Service developed the toolkit with local schools, faith, gender and sexual orientation groups. [www.barnardos.org.uk](http://www.barnardos.org.uk)



## HOME-SCHOOL AGREEMENT

### The school will:

- be open and welcoming
- provide a broad and balanced curriculum, including a range of extra-curricular activities
- care for your child's well-being and happiness and promote a healthy lifestyle for all pupils
- encourage your child to do their best at all times
- keep you informed about school matters generally through the school website and newsletter and about your child's attainment and progress in particular (through reports and parent consultation meetings)
- let you know about any concerns we may have and work with you to address these
- have high-expectations for each child and model positive behaviours and relationships to them
- set and mark homework in accordance with the school's homework guidelines
- deal with concerns and complaints quickly and effectively through our agreed procedures
- ensure proper safeguarding procedures are followed to help ensure the health, safety and well-being of your child at all times (*including referrals to the Multi Agency Referral Unit if there is a child protection concern and signposting support to families through other agencies*)
- tackle incidents of bullying robustly (*including cyber-bullying, homophobic or racist bullying, peer on peer abuse and sexual violence or harassment*)

Headteacher's signature \_\_\_\_\_ Paul Hunkin      Date: \_\_\_\_\_

### I will:

- see that my child attends school regularly, arrives punctually and is properly equipped for all lessons
- notify the school by phone/email on the first day of my child's absence (and every subsequent day of absence) explaining the reasons for any non-attendance
- support the school's policy on uniform and appearance
- make the school aware of any concerns or problems that might affect my child's work or behaviour
- support the school's policies and guidelines for work, safeguarding and behaviour
- support my child in homework and other opportunities for learning beyond the school day
- read and act upon my child's reports and respond to feedback from staff
- attend parent's evening and discussions about my child's attainment and progress

Parent/Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

### I will try to always try to:

- follow the school rules
- attend school regularly and be on time for school and all lessons
- wear the correct school uniform and present myself tidily
- bring all the equipment I will need every day to my lessons
- do all my class work and homework as well as I can
- be polite, respectful and helpful to others and take responsibility for my own actions
- play fairly and be a good ambassador for the school when working with other children or visitors in lessons or when out and about



Pupil's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C –

### Diversity Incidents / Hate Crime in Schools – Local Authority Online reporting form

# Incident reporting form

Last updated: 28/12/2018

Schools should submit this form to the Education and Early Years Service within **five working days** of the incident occurring.

Depending upon the circumstances you may be contacted by a member of staff from the Education and Early Years Service to offer support or if further action is required.

If you require further support or resources then please contact the Education and Early Years Service using the contact details shown on this page.

## Hate incident reporting form

### About the incident

Name of school

Date reported

Reported to

Reported by

Location of incident

### Who is making the report?

- ☐ Victim
- ☐ Witness
- ☐ Third party

This is a report of an incident perceived to be motivated by

- ☐ Racism
- ☐ Religion/belief
- ☐ Disability
- ☐ Homophobia/bi-phobia
- ☐ Transphobia
- ☐ Other

## Hate incident reporting form

### About the victim

Name (optional)

Date of incident

Time of incident

hh:mm

Age or year group

Gender

- ☐ Male
- ☐ Female

Ethnicity

### Type of incident

- ☐ Physical assault
- ☐ Name calling
- ☐ Emotional distress
- ☐ Verbal abuse or threats

- ☐ Racist, disability or homophobic jokes
- ☐ Racist / homophobic graffiti or derogative written material
- ☐ Incitement of others to behave in a way which causes distress
- ☐ Bring racist / homophobic material into school
- ☐ Isolation / refusal to co-operate with others due to ethnic origin
- ☐ Theft / damage to property
- ☐ Cyber bullying

#### **Action taken**

- ☐ Meeting with victim(s) to complete forms & discuss incident(s), either alone or with friends or witnesses
- ☐ Record all information gained
- ☐ Parents / carers immediate involvement, by letter or phone
- ☐ Discussed the incident with peers / class / school
- ☐ Medical treatment (physical / psychological)
- ☐ Ongoing support / monitoring from staff
- ☐ Referral to other agencies: please provide agency names below
- ☐ Confirmation of the school's policy towards such behaviour
- ☐ Affirm victim(s) self-esteem, their culture, religion, ethnicity
- ☐ Limited action taken due to inconclusive evidence

#### **Details of the action taken by the school**

Please include any further details about the incident and the action you have taken which you feel needs to be recorded.

#### **How did it make the victim feel? Are they satisfied with the outcome?**

Please specify details about how/when/if they would like to be contacted or other needs, interventions, agencies.



Do they agree to this information being shared with the police and partner agencies?

- ☐ Incident details only
- ☐ Full details

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## Hate incident reporting form

### Risk assessment of the victim

If something like this has happened before would you like to tell us about it?

Is the situation getting worse?

Is anyone else at risk of similar harm?

Is there anything you would like us to do to support you through this?

Is the alleged offender someone you know?

Does the alleged offender know where you live or work?

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## Hate incident reporting form

### About the alleged offender

Name (optional)

Age or year group

**Gender**

- ☐ Male
- ☐ Female

**Ethnicity****Type of incident**

- ☐ Physical assault
- ☐ Name calling
- ☐ Emotional distress
- ☐ Verbal abuse or threats
- ☐ Racist, disability or homophobic jokes
- ☐ Racist / homophobic graffiti or derogative written material
- ☐ Incitement of others to behave in a way which causes distress
- ☐ Isolation / refusal to co-operate with others due to ethnic origin
- ☐ Theft / damage to property
- ☐ Cyber bullying

**Action taken**

- ☐ Meeting with offender(s) to complete forms and discuss incident(s), either alone or with friends or witnesses
- ☐ Record all information gained
- ☐ Parent / carers immediate involvement, by letter or phone
- ☐ Discussed the incident with peers / class / school
- ☐ Medical treatment (physical / psychological)
- ☐ Ongoing support / monitoring from staff
- ☐ Referral to other agencies : please provide agency names below
- ☐ Confirmation of the school's policy towards such behaviour
- ☐ Limited action taken due to inconclusive evidence

**Details of the action taken by the school**

**Does the alleged offender have any specific needs?**

**Response of alleged offender**

**Repeat alleged offender, any previous incidents reported**

- ☐ Yes
- ☐ No

**Hate incident reporting form**

About the person making the report (if different from the victim, for example, a witness)

Name

Address (optional)

Telephone (optional)

Email (optional)

Please specify any details about how / when / if they would prefer to be contacted or other needs



Do they agree to this information being shared with the police and partner agencies

- ☐ Incident details only
- ☐ Full details

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## Hate incident reporting form

### School Action Plan

Name of senior member of staff / person in charge the matter was reported to

Date letters sent to parents / carers of both parties involved

Date reported to Governors

Date reported to LA

Was the incident report to any other agency?

Please provide names of other agencies and dates reported

Has an interpreter been used?

- ☐ Yes
- ☐ No

<https://www.cornwall.gov.uk/school-messenger-home/pupil-support/equality-and-diversity/diversity-incidents-hate-crime-in-schools-online-reporting/incident-reporting-form/?#>

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