Behaviour, Positive Attitude to Learning Policy

Person Responsible:	Mrs H Mukherjee	**Frequency of Review:**	2 Year
Authorisation By:	Headteacher	**Notice Date:**	07/11/2026
Authorisation Date:	06/12/2024	**Review Due By:**	07/12/2026

1 "Excellence For All"

Upper Wharfedale School aims to promote the virtues and qualities of self-respect, tolerance, understanding, care and consideration for others.

The Governors and staff strive to promote these values and we believe that these form the basis for a community which allows each student to develop morally, intellectually, emotionally and socially. The school aims to promote a caring ethos which in turn enables students to develop genuine care and concern for other students and adults.

The information contained in this policy handbook covers guidance for staff, parents and governors on the Positive attitude to learning policy and procedures.

2 Aims

The main aims of the PA2L policy are to:

- Encourage a praise culture between staff and students
- Promote our vision of creating:
  - Successful, lifelong learners
  - Confident individuals
  - Active citizens
- Improve and reward effort and determination to succeed
- Improve attitude to learning through praise and reward
- Reward those students who consistently work hard and behave well
- Ensure consistency throughout the school
- Encourage students to be active and responsible in the school and make positive contributions to the wider community
- Sanction, firmly and fairly, those students who choose to demonstrate a negative attitude towards their learning either in the classroom or around school, or those who disrupt the learning of others.

In order to achieve these aims it is essential that the above aims are constantly reinforced in assemblies, tutorial sessions and during lessons. The system is "Positive Attitude to Learning" with "**Positive**" and "**Learning**" being the key words.

It is not possible to account for every situation in school and there will be occasions when the "rule book" cannot apply. Please ask for guidance in these circumstances.

3 Positive Behaviour

All staff will strive to:

- **Be Specific -** Constructive feedback to students
- **Be Sincere -** No empty praise and don't praise undeserved success
- **Praise the process more than the person -** Strategies used, decisions made, work accomplished
- **Helping our children meet success: What can we do?**
    - Reward effort – not perfection
    - Reward risk and progress
    - Applaud persistence
    - Break tasks down into small steps
    - Acknowledge 'learning' rather than 'work'
    - Honour time invested

Students will be rewarded for their positive attitude towards their learning by way of-

- Positive comments on Bromcom
- A weekly 100% attendance positive
- Letters home for outstanding attendance & most improved
- Departmental postcards home
- Letters home/e mails for outstanding A2L
- Headteacher special recognition

4 Bromcom

We use Bromcom at Upper Wharfedale School. Bromcom is an online system which teachers use to track attitude to learning and behaviour throughout the school day.

It allows us to celebrate the many positive moments in school and allows us to quickly record these. The system encourages learning behaviours that go above and beyond expectation.

Additionally, we use it to recognise positive behaviours outside of the classroom e.g. sporting representation.

It also allows us to easily identify those students who are not on track or are receiving negative comments.

We believe in working closely with parents and carers and one of the key benefits of using Bromcom is that we are able to securely share your child(s) achievement and behaviour report with you and so keep you and the student up to date in real-time via My Child at School (MCAS).

5 Code of Conduct

The most important rule for all of us in our school is -

"We will act with courtesy and consideration to others at all times allowing us all to develop as successful learners, confident individuals and active citizens"

We all must follow the code of conduct at all times when in school, on the way to and from school and when representing the school on trips, visits, fixtures etc.

1. We must show courtesy, respect and support to all staff, visitors and students as well as personal and school property remembering that Upper Wharfedale is a HANDS OFF SCHOOL.
2. Move around school in a quiet, safe and sensible manner. Walk on the left. Do not run.
3. Be on time to all lessons. Wear correct uniform, have the correct equipment, including the planner – at all times.
4. Follow instructions – first time, every time.
5. Always aim to produce quality work to the best of your ability.
6. We may bring mobile phones / tablets to school at our own risk. These may be used **only** as learning tools under the direction of the teacher **or in an emergency situation**.

6 Negative behaviour - Roles and Responsibilities

The procedure outlined in this policy handbook gives a sensible and progressive use of sanctions and rewards. It needs to be followed in a **consistent** way by all members of staff, who should try to keep a sense of proportion, whilst firmly refusing to have the learning of students disrupted or to tolerate defiant or abusive behaviour. There may be occasions when early stages have to be 'leapfrogged' but this should only be in exceptional circumstances.

6.1 Subject Teachers

It is expected that all teachers:

- Establish high expectations for punctuality, attendance, work attitude and behaviour.
- Plan and deliver engaging lessons which include clear learning objectives and differentiated outcomes, which may also include **differentiated behaviour strategies for students with SEND.**
- Use their classroom management skills to diffuse situations calmly and create a positive atmosphere for learning.
- Use a full range of rewards and sanctions as set out in the policy.
- Display classroom routines/rules clearly in each classroom.
- Are punctual and well prepared.
- Show courtesy, respect and care for all students and colleagues.

7 Preventing Disruption to Learning

7.1 Principles

We have high expectations of our students, the main emphasis being on the teaching and learning and not allowing poor attitudes or behaviour to prevent this. We expect all students to be actively involved in their learning, whilst being positively encouraged by all staff.

7.2 Classroom Protocol

The classroom protocol below is paramount to the overall success of the school.

It ensures consistency throughout the school and supports colleagues.

Teachers must strive to:

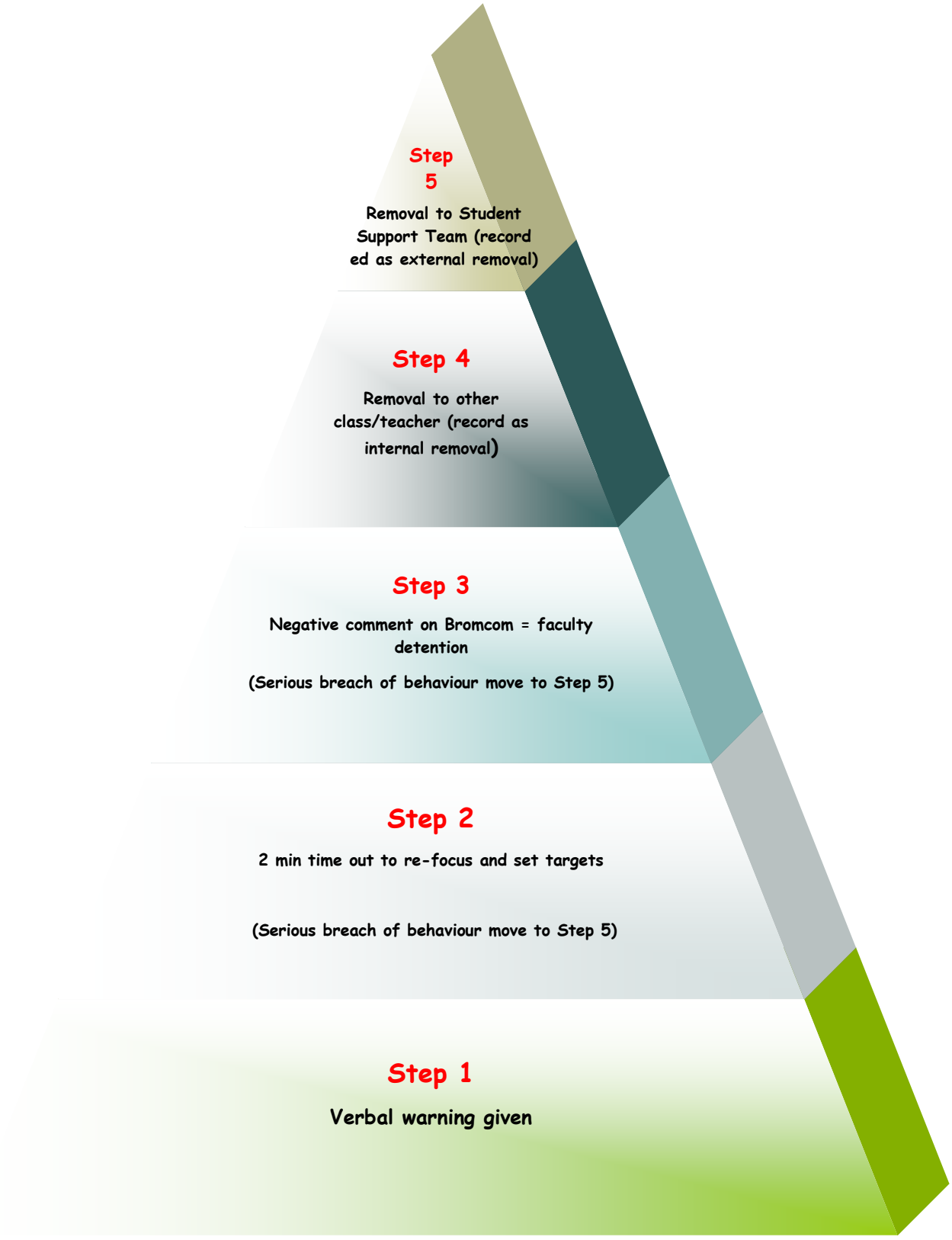
- Greet students positively at the classroom door.
- Make use of and have available appropriate and up to date information about classes.
- Ensure that students have lanyards and equipment on desks at start of lesson.
- Ensure that there is a structured differentiated lesson with regular opportunities to assess student progress throughout, adhering to teacher standards.
- Ensure that students are dismissed in an orderly and controlled manner at the end of the lesson.

7.3 Punctuality and Lates

Students are expected to arrive to school and lessons on time. If a student arrives to school late, they must sign in at reception. Being late to school 3 times in one week will result in an SLT detention.
If a student is late to a lesson, the subject teacher should record the issue giving a negative on Bromcom and issue a detention and record this in planners.
In some cases there are exceptional circumstances, to which the teacher may decide whether a sanction is appropriate using their own discretion.

7.4 Classroom Management

On occasions a differentiated pyramid maybe put in place for some students.



7.5 Dealing with low level disruption and minor incidents (Steps 1-3)

Once you know your class, give some thought as to strategies to deal with difficult behaviours/situations in consultation with others. This may include:

- Discussions with the Curriculum Leader/others in the faculty
- Use of Learning Support Assistants
- Discussions with the form tutor regarding mentoring, support or parental involvement
- Effective use of department/Curriculum Area detentions
- Record 'negative comment' on Bromcom / issue detention and record in planner
- Discussion with SEND department

7.6 Removal of Student (Steps 4-5)

'Removal of student' should only be used to deal with serious incidents. Under normal circumstances, removal will occur following appropriate warnings, time out, change of seating plan etc. in line with steps 1-4 above.

'Removal' is not a suitable reaction to students who enter the classroom loudly, have not done homework/do not have the right equipment for example. Such behaviour is a nuisance but this kind of negative behaviour should not be allowed to disrupt lessons and enable students to use such tactics to avoid working.

Settle students calmly, using a positive, non-confrontational approach, so they are on task, providing temporary equipment where necessary and then deal with what went wrong at the end of the lesson.

For constant low level disruption - student internally removal – pleases end another student to Student Support who will facilitated the move.

The classroom teacher records the incident on Bromcom (removal within faculty) and result in a SLT lunchtime detention. We do not record a negative and an internal removal.

Severe behaviour – student removal by SST. A member of student support will respond quickly and reach the incident as soon as possible and deal with the immediate situation. When a student is removed for a serious breach of behaviour it is expected that the student will be left to calm down with a member of Student support. On many occasions, this is not the appropriate time to reprimand without full knowledge of the facts. These incidents will be dealt with when appropriate by members of SLT or Student Support. A full written report will be required for serious incidents and witness statements may need to be collated - Students MUST NOT be sent directly to Isolation.

The classroom teacher records the incident on Bromcom (lesson removal external) and under normal circumstances, students who are removed will be placed in an SLT extended detention. We do not record a negative and an external removal.

Please be mindful of GDPR when logging events and refer to 'Another student' or initials only if the incident involves someone else*. Please be factual and brief when recording on events.*

Student removal is not a sanction in itself; the subject teacher involved must follow up negative behaviour to ensure positive re-admittance before the next lesson (this can be done with or without SST). It is not appropriate to follow up during the lesson in which the student has been removed from. Teachers must not leave the lesson in order to remove a student but should send a responsible member of the class or a Learning Support Assistant to the office to alert a member of the Student Support Team.

7.7 Monitoring and further action

All staff must take responsibility for negative attitudes towards learning and should be involved in further/follow up action which may include the following:

- Parental involvement – i.e. meeting, telephone call or letter
- Student on Pastoral or SLT report
- Mentoring of a student
- Use of support staff
- Referral on to the Student Support Team or SENCo / Inclusion Co-coordinator (For students with additional needs) who may involve outside agencies if necessary).
- Two removals from the same lesson in the same term must lead to a phone call home.

- Three removals from the same lesson in a term must lead to a meeting with the classroom teacher, the student and a member of SLT.
- These steps must be recorded on Bromcom - communication

8 Breach of Uniform Policy

Uniform must be worn correctly and standards maintained as outlined in the uniform policy.

Parents will be contacted if the uniform policy is breached and sanctions will be issued dependant on the severity and repetition.

9 Isolation

Students will be isolated for **serious and/or repetitive** negative behaviour, and following this may be placed on report to a member of the student support team to monitor and encourage an improved standard of behaviour and attitude to learning.

It is expected that all staff will deal effectively and positively with negative behaviour either outside or on the corridor, including social distancing.

On return from fixed term exclusion, students will be isolated for one day.

10 Behaviour and Safety- Break and Lunchtime

It is expected that all staff will deal effectively and positively with negative behaviour either outside on the corridor or in the dining hall.

Students who continue not to follow school rules, following relevant warnings will be placed in SLT detention.

For continued negative behaviour students will be taken out of circulation at break and lunch time and detained by a member of SLT on a daily basis.

11 Tutorial Time

The main emphasis of tutorial time is the regular and continuous tracking of student progress via Bromcom and the student planner, as well as monitoring attendance and academic mentoring.

Tutor time should be educationally beneficial to all students. High standards of behaviour management should be evident.

During the weekly Positive Attitude to Learning (PA2L) tutorial, students and form tutors should…

<u>Students</u>

- Follow the tutor timetable
- Are aware of their % attendance rate from September to date
- Have a reading book for silent reading

<u>Form tutors</u>

- Monitor number of negative and positive comments on Bromcom and set targets as necessary – may trigger Pastoral A2L Weekly Report Card
- Discuss issues and follow up any recurring problems with relevant curriculum leader and parent/carers.
- Discuss appropriately and target attendance % rates from September to date.
- Monitor school uniform
- Ensure all students are equipped

11.1 Student Mentoring and Tracking

- Use A2L scores from data collection/ reports to discuss written targets and to inform future actions.
- Record tracking conversations on Bromcom (communication)

- Homework and attitude issues – discuss with subject teachers, curriculum leaders, arrange contact with parents as necessary, discuss recurrences or overall decline in attitude to learning with SST.
- Positive individual A2L conversations re highest A2L scores.

11.2 Report Cards

11.2.1 Pastoral A2L Weekly Report Card

These cover each lesson over a five day period and require subject teachers to provide an overall mark (5-0) based on criteria specific to the student issues. Examples would be :

- Whether the student has come equipped properly for the lesson
- Their overall effort
- General behaviour, and
- Completion of homework

They are primarily monitored by the form tutor and students support team. The form tutor will review performance on a daily basis and at the end of the period agree with the student:

- If they can come off report (mainly achieving marks of 5 & 4)
- Continue on report for another period (range of marks across the board), or
- Be referred to the Student Support Team for further action (consistently achieving marks of <2).

If patterns emerge from the report card (e.g. continued failure to come with the right equipment, or poor behaviour in particular lessons) the form tutor should take appropriate action (e.g. phone parents, speak to curriculum leader etc.)

Some students will report daily to the Student Support Team or SLT and at the end of the period, the report will be reviewed with the student and a member of the SLT who will decide and agree the next steps as required.

Any student returning from suspension will automatically be placed on SLT report.

11.3 Other Activities - PLEASE SEE THE TUTOR TIMETABLE

- Silent reading
- SEMH work
- Kahoot quiz
- Assembly

12 Directors of Learning

- Monitor the quality of learning and teaching within the curriculum area, including learning walks and work scrutiny.
- Use data to monitor and track the performance of ALL students against progress towards targets and attitude to learning and evidence of steps taken to address issues where necessary – to be shared with HM/LR.
- Identify any poor attitude to learning patterns, e.g. repeat offenders with a particular teacher or particular lesson. **Curriculum Leaders may choose to move a student within their area if possible, or make a faculty/lesson report, discuss with form tutors, and contact parents/carers and, if the A2L does not improve, the matter should be discussed with form tutor, SLT and lead to A2L report (SST).**
- **Ensure consistency within their faculty in terms of awarding positives and negatives** (In-line with the PA2L policy). Monitoring of data on positives and negatives from Bromcom.
- Monitor student attendance and work catch-up as required with a particular focus on progress and predicted target grades.

13 Anti-Bullying

In-line with our high expectations of behaviour for learning, bullying is not tolerated in school. This includes cyber bullying and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

As a member of Upper Wharfedale School, students have both rights and responsibilities towards all types of bullying as described above.

Student Rights:

- To be safe and happy in school.
- To be treated as an individual.
- Not to be bullied.
- To say 'no' to any behaviour you think is wrong or hinders your education.
- To protect yourself by ignoring others or walking away.
- To tell a member of staff if someone is making you unhappy.

Student Responsibilities:

- Not to accept any form of bullying – verbal, cyber, physical or emotional.
- To work with other students to stop bullying.
- To report any form of bullying to a member of staff. (If you do nothing it may suggest that you support bullying).
- Not to accept bullying by any of your friends.
- Not to invent stories about bullying as you may not be taken seriously when it is important.
- To use ICT and all social media websites in a sensible, safe, appropriate way.

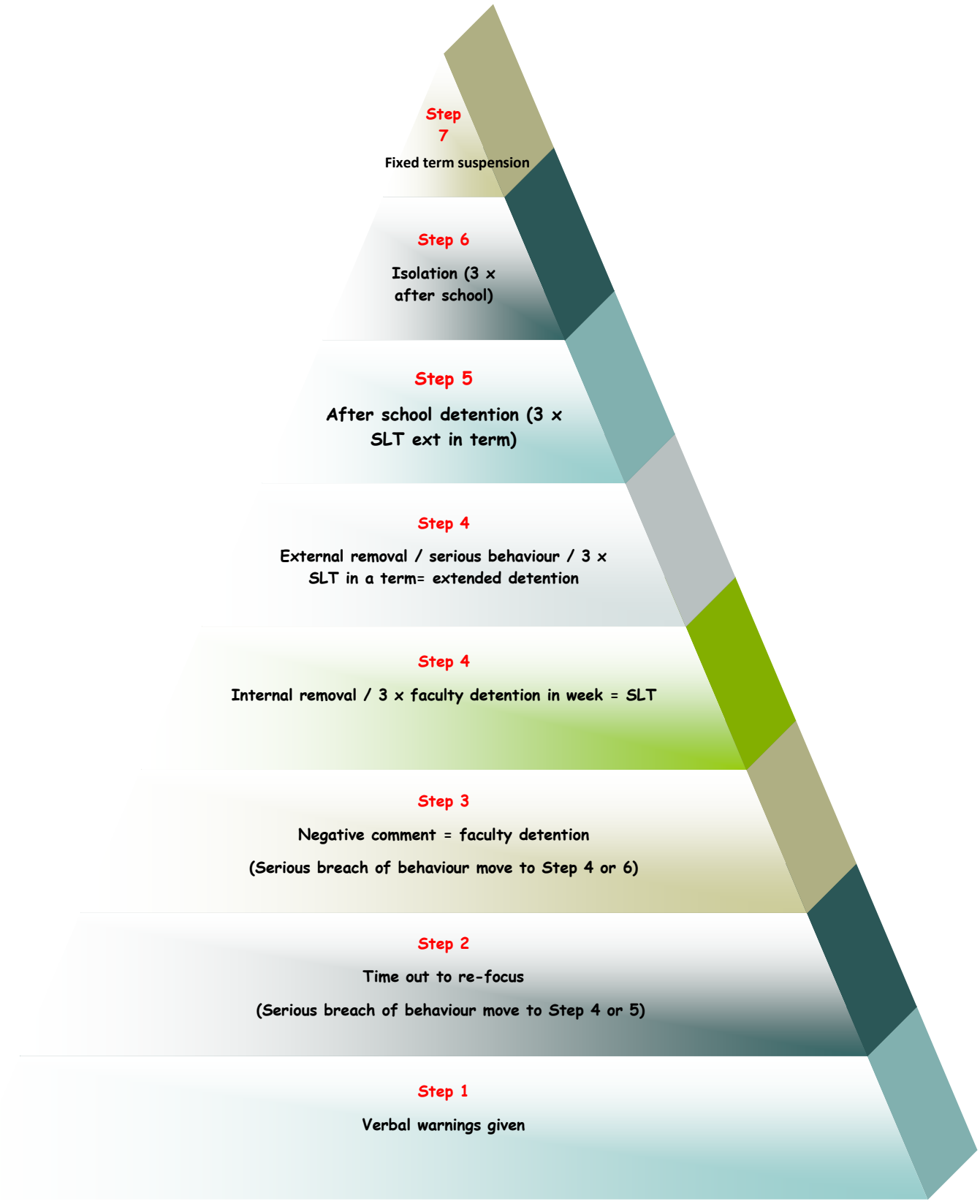
Further information about Anti-bullying can be found in the Anti-Bullying Policy.

14 Positive Parental Partnership

As a parent or carer I will strive to:

- Ensure my child regularly attends school.
- Inform school immediately if my child is unable to attend school.
- Support the uniform policy.
- Make sure my child is equipped for all lessons.
- Support my child with all aspects of home learning.
- Keep school informed of any problems which could affect my child's progress.
- Attend parents meetings.
- Support the Positive Attitude To Learning Policy.
- Check and monitor the comments in the student planner and on Bromcom.
- Encourage my child to have a positive attitude towards other students and staff.
- Ensure that my child uses ICT and other social media safely and responsibly at home.
- Ensure we have a correct and up-to date record of any contact and medical details.
- Discuss appropriate behaviour with my child on the journey to and from school either on foot or on the school bus.
- Make sure my child returns any important documentation and reply slips on time.
- Ensure that my child represents school and themselves politely and positively in the wider community.

15 Appendix 2 – Sanctions Pyramid



16 Appendix 3 – Isolation Contract

Upper Wharfedale School

I understand that to complete my time in isolation successfully and to re-join my timetabled lessons I will:

- Work in accordance with the UWS Positive Attitude to Learning policy
- Complete all work set in silence
- Follow all instructions given by a member of staff
- Be respectful of other students, staff and equipment
- Request to go to the toilet only around break and lunch times, unless a medical note is provided.

I understand that unsuccessful completion of an isolation day will require me to complete an additional, successful day in isolation the following school day.

Signed _____ Date _____

17 Appendix 4 – Isolation Behaviour



Entering the red area = a repeat, complete isolation day is required.

Following red warning being issued any further poor conduct will be referred to senior management.

FIRST WARNING EXAMPLES

- incomplete work
- being a distraction
- making low level distracting noises (verbal or externally, e.g. tapping)

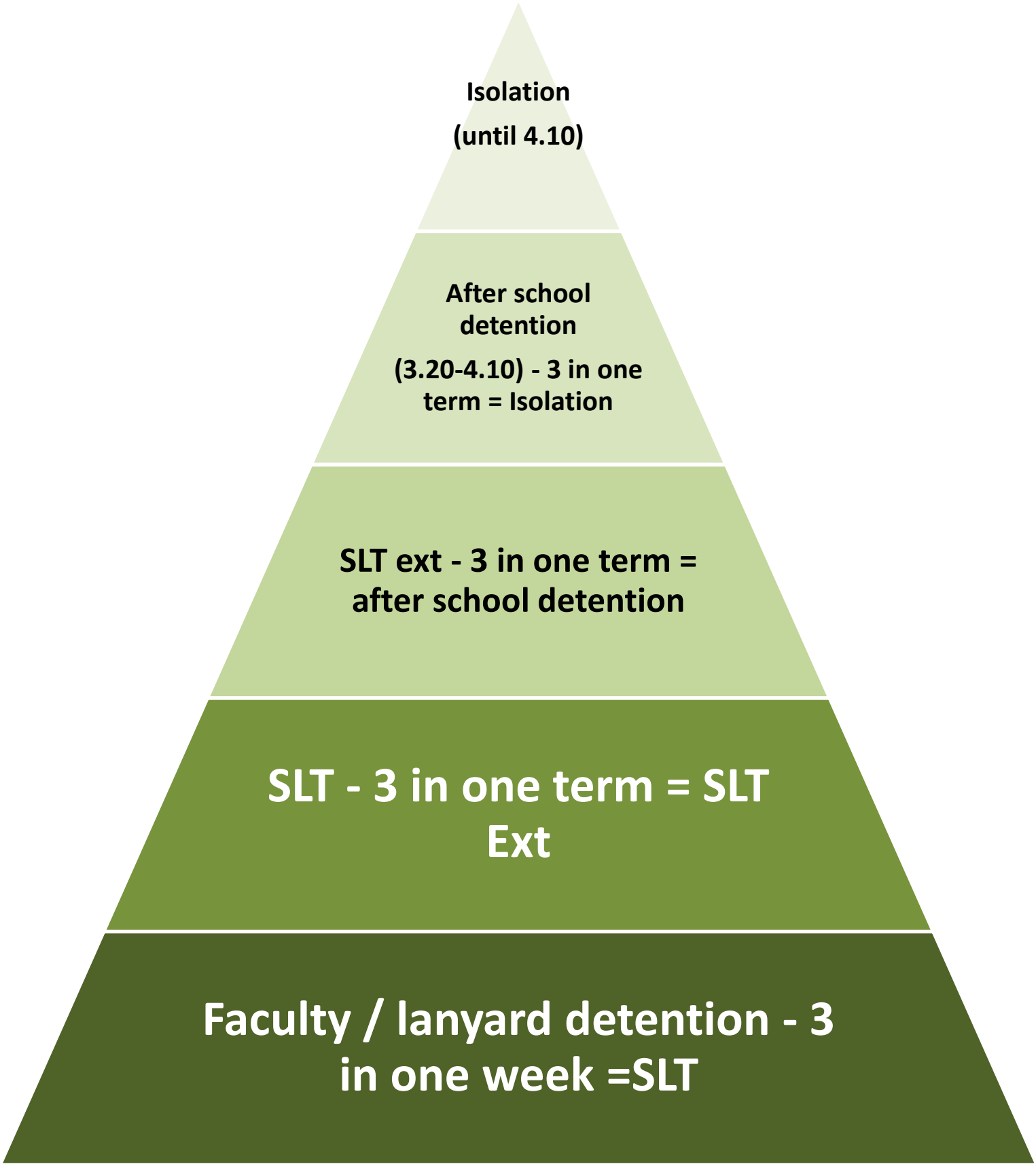
SECOND WARNING EXAMPLES

- refusal to work
- making excessive distracting noises
- defiance
- rudeness
- inappropriate language.

THIRD WARNING EXAMPLES

- damage to equipment

Appendix 5 - Negative Behaviour



18 Appendix 6

Harmful Sexual Behaviour

Statement of intent

Upper Wharfedale school has a zero-tolerance approach to any harmful sexual behaviour involving children and acknowledge that it could be occurring here and in our school community.

The school is proactive in its approach to assessing prevalence, responding to incidents and challenging and changing behaviour. This policy applies to all governors, staff and learners. Schools and colleges have a statutory duty to safeguarding the children in their setting. We work together to foster an environment that creates healthy relationships for children and young people.

Our whole-school approach encourages healthy relationships and works to prevent harmful sexual behaviour (HSB). We provide high quality education within the curriculum to reduce the likelihood of the situations occurring. We recognise that HSB is harmful to both the child/children affected by the behaviours and the child/children who displayed the behaviour and provide ongoing support for all involved. Our approach is to treat everything as safeguarding incident in the first instance - we distinguish between behaviours that are exploratory and part of healthy age and ability appropriate development and those that may be harmful. As a school we provide regular opportunities for school staff to understand what harmful sexual behaviours might look like and what they should do in the event of a report.

Related policies

This policy should be read in conjunction with:

- Child protection and safeguarding policy
- Whistleblowing
- Behaviour policy
- Anti-bullying policy
- Online safety
- Acceptable Use Agreements

As stated in the Sexual Offences Act 2003, the term Harmful Sexual Behaviour (HSB) covers a wide range of behaviours, often these may be considered problematic, abusive, or violent and may also be developmentally inappropriate. HSB can occur online, offline or in a blend of both environments. The term HSB is widely acknowledged in child protection and should be treated in this context.

What is sexual violence?

The following are sexual offences under the Sexual Offences Act 2003

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (NOTE- Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to

engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is sexual harassment?

Keeping Children Safe in Education Guidance 2025 and the Sexual Violence and sexual harassment between children in schools and colleges state:

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

● sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names

● sexual "jokes" or taunting

● physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

● Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

● consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence.

o sharing of unwanted explicit content

o upskirting (this is a criminal offence)

o sexualised online bullying

o unwanted sexual comments and messages, including, on social media

o sexual exploitation; coercion and threats.

It is important that schools and colleges consider sexual harassment in broad terms.

Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Responsibilities

Leaders and DSLs

Our leaders and DSLs have ultimate responsibility in dealing with all incidents of harmful sexual behaviour, including online. It is the expectation that all incidents of harmful sexual behaviour/sexual violence and harassment are reported in line with school safeguarding and child protection procedures. We ensure that our designated safeguarding lead/s (DSL) and their deputies are confident in school safeguarding processes and when it is necessary to escalate. Our DSLs know what local and national specialist support is available to support all children involved in harmful sexual behaviour and are confident as to how to access this support when required. Designated safeguarding lead/s and their deputies have an in-depth working knowledge of key documentation, particularly KCSIE 2025 and Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE 2021). We ensure that they receive appropriate specialist training, commensurate with their role and that ongoing training is provided for all school staff. It is the role of school leaders and designated safeguarding leads to ensure that all staff and Governors receive training specific to harmful sexual behaviour, and that it is included as part of induction.

Staff

It is the responsibility of all staff to have read and understood this policy and associated policies. All staff must report any incidents or suspected incidents of harmful sexual behaviour to DSLs in line with school policy and

ensure they are informed of the outcome. All staff will challenge any harmful sexual language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe and which supports learners to understand safe and healthy relationships and appropriate behaviour through delivery of our curriculum.

Governors

We ensure that our governing body have a good understanding of what harmful sexual behaviour is, when it can pose a risk to children and how to keep children safe. Our governors receive regular training and updates, both in terms of what sexualised behaviour is, but also how to effectively support establishments and their stakeholders whilst holding provision to account. As part of the half termly DSL report to governors, our trust board/governing body has the opportunity to monitor and evaluate the approach to harmful sexual behaviour to ensure it is adequate and effective. This includes evaluation of the curriculum, pupil voice activity and evaluation of parent/carer engagement. Trustees/Governors ensure that risks relating to these issues are identified, that a number of reporting routes are available, and that risks are effectively mitigated.

Learners

All learners have the right to learn in a safe, healthy and respectful school environment. Our learners benefit from a broad and balanced curriculum and are taught about healthy relationships and know how and when to report and that a range of different reporting routes is available to them. Our learners are encouraged to report any harmful sexual behaviour, even if they are not directly involved. All learners will be believed if they make a disclosure and will be treated sensitively - whilst we cannot guarantee confidentiality, their thoughts and wishes will be taken into account when supporting them.

Parents/carers

We work hard to engage parents and carers by:

- regular in school sessions such as Pastoral Information Evenings, IAGS' parents evenings
- sharing newsletters
- sharing information online e.g., website, social media
- providing curriculum information

Our parents and carers are made aware of how and when to report any concerns to the school, that all incidents will be handled with care and sensitivity, and that it may sometimes be necessary to involve other agencies.

Vulnerable groups

We recognise that, nationally, vulnerable learners are three times more likely to be at risk from Harmful Sexual Behaviour.

These include:

- A child with additional needs and disabilities.
- A child living with domestic abuse.
- A child who is at risk of/suffering significant harm.
- A child who is at risk of/or has been exploited or at risk of exploited (CRE, CSE),
- A care experienced child.
- A child who goes missing or is missing education.
- Children who identify as, or are perceived as, LGBTQI+ and/or any of the other protected characteristics.

Children displaying HSB have often experienced their own abuse and trauma. We ensure that any vulnerable learner is offered appropriate support, both within and outside school, sometimes via specialist agencies.

Reporting

Our systems are well promoted, easily understood and easily accessible for children and young people to confidently report abuse, knowing their concerns will be treated seriously. All reports will be dealt with swiftly

and sensitively and outcomes shared where appropriate. We also respond to anonymous reports, or reports made by third parties.

This can be done via:

- online reporting tool,
- links to national or local organisations
- speaking to a member of staff

Responding to an incident or disclosure

In this policy we recognise the importance of distinguishing between healthy, problematic and sexually harmful behaviour (HSB). Our response is always based on sound safeguarding principles and follows school safeguarding processes. It is calm, considered and appropriate and puts the learner at the centre of all decisions made. The school will always adopt a multi-agency approach and seek external support and guidance, in line with school policy, if deemed necessary. This may include: Early Help, CAMHS, the Police.

Risk assessment

The school may deem it necessary to complete a harmful sexual behaviour risk assessment as part of the response to any reported incidents. The purpose of the risk assessment is to protect and support all those involved by identifying potential risk, both in and out of school (e.g., including public transport, after school clubs etc) and by clearly describing the strategies put in place to mitigate such risk. The risk assessment will be completed following a meeting with all professionals working with the learner, as well as parents or carers. Where appropriate, the learners involved will also be asked to contribute. The risk assessment will be shared will all staff who work with the learner, as well as parents and carers. It will be dynamic and will respond to any changes in behaviour and will be regularly evaluated to assess impact.

Education

Our school's educational approach seeks to develop knowledge and understanding of healthy, problematic and sexually harmful behaviours, and empowers young people to make healthy, informed decisions.

Our school's approach is delivered predominantly through PSHE and RSE and additional opportunities are provided through:

- Deep learning days
- Computing
- Assemblies, form times
- Outside speakers

Our approach is given the time it deserves and is authentic i.e., based on current issues nationally, locally and within our setting.

Training

It is effective safeguarding practice for the designated safeguarding lead (and their deputies) to have a good understanding of HSB. This could form part of their safeguarding training. This will aid in planning preventative education, implementing preventative measures, drafting and implementing an effective child protection policy and incorporating the approach to sexual violence and sexual harassment into the whole school or college approach to safeguarding.

- CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course
- NSPCC training
- Whole staff training
- RSE training.

A clear training strategy which supports staff to respond effectively to different types of harassment and sexual misconduct incidents. This should involve an assessment of the training needs of all staff. This strategy should be reviewed and evaluated on a regular basis to ensure it is fit for purpose. Training should be made available on

an ongoing basis for all staff and students to raise awareness of harassment and sexual misconduct with the purpose of preventing incidents and encouraging reporting where they do occur.

Links

Child Exploitation and Online Protection command: CEOP Education is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors .

The NSPCC | The UK children's charity | NSPCC provides a helpline for professionals at 0808 800 5000 and help@nspcc.org.uk. The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)

Support from specialist sexual violence sector organisations such as Rape Crisis England & Wales or The Survivors Trust - Rape & Sexual Abuse Services UK

The Anti-Bullying Alliance has developed guidance for schools about Sexual and sexist bullying.

The Homepage - UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)

Report Remove from Childline and IWF is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online

Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).

Thinkuknow - advice from CEOP - UK Safer Internet Centre provides support for the children's workforce, parents and carers on staying safe online

Lucy Faithfull Foundation - Preventing child sexual abuse

Welcome to Marie Collins Foundation

National Clinical Assessment and Treatment Service (NCATS) | NSPCC Learning

Project deSHAME | Childnetprovides useful research, advice and resources regarding online sexual harassment.