

SCAWSBY SALTERSGATE INFANT SCHOOL



Anti-Bullying Policy **(including Child on Child Abuse, Cyber Bullying, Sexual Violence and Sexual Harassment between children).**

Policy and Procedural Guidance

Date of next Review	July 2024
Who reviewed this policy?	Governing Body
Date approved by Governing Body	July 2023
Name of Designated Safeguarding Lead	Mrs Rachel Wolfe(DSL)
Name of Deputy Designated Safeguarding Lead	Miss Nicola McCue (DDSL) Mrs Joanne Farmer (DDSL)

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

At Saltersgate Infant School we aim to provide a learning environment which:

- **Is free from any threat or fear**
- **Is conducive to the attainment of individual aspirations**
- **Ensures the highest possible standards of achievement by all children**
- **Is a safe and secure environment where all can learn without anxiety**
- **Has a consistent school response to any bullying incidents that may occur**
- **Makes all those connected with the school aware of our opposition to bullying**
- **Clearly identifies each person's responsibilities with regard to the prevention of bullying in our school.**

Incidents of bullying and/or child on child abuse are extremely rare in our school. This policy will ensure that continues to be so and that such incidents are reduced further and kept to an absolute minimum.

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1. Context and Definition

Bullying/ Peer/ Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. This type of behaviour is PERSISTANT, INTENTIONAL, INTIMIDATING and HURTFUL.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery);

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Deputies, have to make their own judgements about each specific case and should use this policy guidance to help.

2. Responsibility

Keeping Children Safe in Education (KCSIE), 2023 states that

‘Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. The school’s or college’s safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback’.

Child on child abuse is referenced in the Safeguarding and Child Protection Policy. The sensitive nature and specific issues involved with child on child abuse necessitate separate policy guidance.

At Saltersgate Infant School we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child’s emotional and mental health and well-being.

3. Purpose of Policy

The purpose of this policy is to explore some forms of peer abuse. The policy also includes a planned and supportive response to the issues.

We have the following policies in place that should be read in conjunction with this policy:

- 3.1 Safeguarding and Child Protection Policy
- 3.2 Managing Allegations / Whistleblowing Policy
- 3.3 Behaviour Policy
- 3.4 Health & Safety Policy
- 3.5 Online Safety Policy

4. Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document is *Working Together, 2018*, highlighting that every assessment of a child, *'must be informed by the views of the child'*. (*Working Together, 2018:21*) This is echoed by *Keeping Children Safe in Education, 2023* through ensuring procedures are in place in schools and settings to hear the voice of the child.

5. Abuse and harmful behaviour

It is necessary to consider

- what abuse is and what it looks like
- how it can be managed
- what appropriate support and intervention can be put in place to meet the needs of the individual
- what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required.

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Children can abuse other children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. (*KCSIE 2023*)

- Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Staff should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in

need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

6. Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

6.1. Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

6.2. Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges September 2021

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

- Managing internally page 23
- Early Help page 34
- Refer to Social Care page 35
- Reporting to the police page 36

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- **Upskirting:** where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

6.3. Bullying and Peer Abuse

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who abuse others may have serious, lasting problems.

In order to be considered bullying and/or peer abuse, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Aggressive behaviours happen more than once or have the potential to happen more than once.

Bullying and/or peer abuse includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

6.4. Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, email, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

6.5. Sexting / Sharing nude/semi-nude or indecent imagery: The term ‘sexting’ relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often ‘shared’ via social networking sites and instant messaging services.

Upskirting: typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

This must always be referred immediately to the Designated Safeguarding Lead
DSL will follow the UKCCIS: Sexting in schools and colleges 2016 guidance.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

6.6. Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

7. Expected staff action

Staff should consider the seriousness of the case and make a quick decision whether to inform the DSL and Headteacher immediately before taking any further in-school actions.

THE ROLE OF THE TEACHER:

Staff in our school take all forms of bullying and peer abuse seriously, and intervene to prevent incidents from taking place.

All serious incidents (e.g. serious injury to another child), will be reported to the Headteacher who will in turn ensure that the parents of the children are informed and involved.

If, as members of staff, we become aware of any bullying or peer abuse taking place, we will deal with the issue immediately. This will involve support for the victim, and sanctions implemented for the child who has carried out the bullying or abuse. We spend time talking to the child who has perpetrated: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

We inform the Headteacher, who will then decide the appropriate follow up action for both perpetrator and victim. If a child is repeatedly involved in bullying other children, the Headteacher will invite the child’s parents into school to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the LA Behaviour and Attendance Service and/or Children’s Multi-agency Referral and Assessment Service.

Staff will support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying and peer abuse.

Our Golden Rules and our PSHE curriculum support us in developing children’s understanding about what constitutes bullying and peer abuse and why it is unacceptable.

THE ROLE OF THE HEADTEACHER:

It is the responsibility of the Headteacher to implement the school anti-bullying/child on child abuse strategy and to ensure that all members of staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents.

The Headteacher ensures that all children know that bullying and abuse is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that staff members receive sufficient training to be equipped to deal with all incidents of bullying and peer abuse.

The Headteacher sets the school climate of mutual support and praise for success, so making incidents less likely. When children feel they are important and belong to a friendly and welcoming school, bullying and abuse is far less likely to be part of their behaviour.

THE ROLE OF GOVERNORS:

The Governing Body supports the Headteacher to prevent and eliminate bullying and peer abuse from our school. The Governing Body does not allow bullying to take place in our school, and any incidents that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors any incidents that occur, and reviews the effectiveness of the school policy regularly. Governors require the Headteacher to keep accurate records of all incidents of bullying and peer abuse and to report to Governors on request about the effectiveness of school strategies.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the Governing Body.

8. Recognising bullying and child on child/peer abuse

An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The child or young person's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration

It is important to deal with a situation of bullying and peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to deal with it sensitively and think about the language used and the impact of that language on

both the children and the parents when they become involved. We avoid language that may create a 'blame' culture and leave a child labelled.

Staff will talk to the children in a calm and consistent manner. Staff will not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

8.1. Taking Action

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi-agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

8.2. Recording sexualised behaviour

- Be clear, explicit and non-avoidant, and avoid vague statements or euphemisms
- Record as soon as possible, as you can quickly forget or confuse detail
- Follow the prompts on your safeguarding and child protection recording form
- Use proper names for body parts but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks
- Note where and when the incident happened and whether anyone else was around.

8.3. Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use **consistent language** and **open questions** for each account. Ask the young people to tell you what happened. Use open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). Do not interrogate or ask leading questions.

8.4. Consider the Intent

Has this been a deliberate or contrived situation for a young person to be able to harm another?

8.5. Decide on your next course of action

If deemed necessary, the Brooks Traffic Light Tool can be used as a resource to identify, assess and respond to sexualised behaviours. This supports all professionals to work to the same criteria when making decisions and protecting children. It provides a normative list that aims to increase the understanding of healthy sexual development and distinguish it from harmful behaviour.

However, if you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation and the potential time it may take.

8.6. Informing parents/carers

The best way to inform parents/carers is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents/carers whether their child is the child who was harmed or who harmed another.

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent/carer (they may be scared to tell parents/carers that they are being harmed in any way).

9. Points to consider

9.1. What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked.

9.2. Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so, was it observed? If not, is more supervision required within this particular area?

9.3. What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

9.4. What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

9.5. Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

10. Next Steps

Once the outcome of the incident(s) has been established, it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

10.1. For the young person who has been harmed

Required support depends on the individual. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends (in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future). If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. It may be that through the continued curriculum of Relationship and Sex Education, PSHE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

10.2. For the young person who has displayed harmful behaviour

It is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases, support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an Early Help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that the behaviour demonstrated by the young person is addressed. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing, it may be that this young person cannot be educated on site until the investigation has concluded in which case, the young person will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the young person has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi- agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or the introduction of protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose to exclude or provide an internal seclusion for a period of time to allow the young person to reflect on their behaviour.

10.3. After care

It is important that following the incident, the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident occurred. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

11. Preventative Strategies

Bullying and child on child abuse can and will occur on any site, even with the most robust policies and support processes. It is important to develop appropriate strategies to proactively prevent peer abuse.

This school has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. There is a strong and positive PSHE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. The school makes sure that 'support and report' signposting is available to young people.

Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action.

Young people are part of changing their circumstances and, through school council and pupil voice for example, we encourage young people to support changes and develop 'rules of acceptable behaviour'. We involve pupils in the positive ethos in school; one where all young people understand the boundaries of behaviour before it becomes abusive.

12. Comments, Compliments and Complaints

THE ROLE OF PARENTS

Parents, who are concerned that their child might be being bullied or abused by a peer, or who suspect that their child may be the perpetrator of bullying or abuse towards others, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

If parents feel they have a problem regarding any safeguarding/bullying/child on child abuse issues, there is a complaints procedure which should be followed.

The Comments, Compliments and Complaints Policy is available on the school website to provide details of;

- a. What you should do if you have a complaint
- b. Who you should contact
- c. What to do if you are unhappy
- d. What to expect to happen as a result of the meeting
- e. What to do if you feel the Headteacher hasn't answered your question or investigated your concern

- f. What to do if you are still unhappy with the final outcome

DEALING WITH ALLEGATIONS OF BULLYING;

Step 1

- Child/parent(s) approach the class teacher or support staff to detail the issue/concern/impact of behaviour
- The member of staff will undertake an initial investigation and record on CPOMs
- The Headteacher will be informed, or appropriate member of Senior Leadership Team (SLT)
- The class teacher and/or member of SLT may need to conduct further enquiries with children and staff to clarify facts or add additional details
- This should be done on the day that the allegation of bullying is received in school

Step 2

- By the end of the school day (where possible), the class teacher will contact the parent(s) of the child who has made the complaint
- At this point, the initial facts of the investigation will be discussed and a course of action will be determined and agreed in line with the school Behaviour Policy
- The parents of the perpetrator(s) will also be contacted and may be asked to attend a meeting to discuss the issue and be informed of the action to be taken
- Strategies to deal with any bullying behaviours must be put in place, and all parties will be informed of these and the consequences of failure to adhere to them
- Behaviour must be closely monitored over an agreed period of time
- Support must be given to the child who has been bullied. Agreed strategies will be implemented

Step 3

- At the end of an agreed period of time, the class teacher who has investigated the matter will meet with the child and parents who have been subject to bullying or peer abuse to discuss the outcomes of actions taken and review the impact of the initial actions to prevent further bullying
- Should the incidents have ceased, then there will be a period of close monitoring by both the class teacher and member of SLT. All outcomes will be recorded on CPOMs
- Should there continue to be evidence of further incidents, further action will be taken in respect of the perpetrator. This will be in accordance with the school's Behaviour Policy and any other LA regulations and proceedings as appropriate to the nature of the continued bullying
- Parents of perpetrators will be contacted where appropriate to discuss any issues and further action to be taken
- The parents/carers of the victim will be informed of the actions to be taken, the support to be given to the child who has been bullied and the time scale for review.

Step 4

- At the end of the review, all parties will be contacted to discuss the outcomes of the actions agreed
- Where the incidents have ceased, the class teacher will ensure that the child and parents who made the original complaint are satisfied with the outcomes on the investigation and actions to stop the bullying and/or abuse
- Daily monitoring should be undertaken by the class teacher
- Should the abuse persist, SLT must consider appropriate action to deal with the perpetrator(s) in accordance with the school's Behaviour Policy and LA procedures
- Exclusion of children may be appropriate and will be carried out in accordance with LA procedures
- All parties will be informed of actions

The details of ALL incidents of bullying and peer abuse, and actions arising, will be detailed on CPOMs and shared with all relevant parties.

Should it be deemed necessary, actions may be completed by the class teacher, Year Group Lead, Assistant Headteacher, Deputy Headteacher or Headteacher.

13. Where to go for further information

- 11.1. DfE: Statutory guidance: Working together to safeguard children, 2018
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- 11.2. DfE: Statutory guidance: Keeping children safe in education, September 2023
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- 11.3. DfE: Searching, screening and confiscation at school, January 2018
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- 11.4. DfE: Preventing and Tackling Bullying, July 2017
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- 11.5. DfE: Statutory guidance School suspension, September 2022
<https://www.gov.uk/government/publications/school-exclusion>
- 11.6. DfE: Teaching Online Safety in Schools, June 2019
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- 11.7. DfE: Relationship Education and Relationship and Sex Education, September 2021
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education>
- 11.8. DfE: Behaviour in schools, October 2022
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- 11.9. DfE: Mental health and behaviour in schools, November 2018
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- 11.10. DfE: Children Missing Education, September 2016
<https://www.gov.uk/government/publications/children-missing-education>
- 11.11. DfE: Cyberbullying: Advice for Headteachers and school staff, November 2014
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- 11.12. UKCCIS: Sharing nudes and semi-nudes guidance for schools, 2020
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- 11.13. UKCIS: Tackling race and faith targeted bullying face to face and online. May 2017
<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- 11.14. UKCIS: Education for a connected world, June 2020
<https://www.gov.uk/government/publications/education-for-a-connected-world>
- 11.15. Brook Traffic Light Tool
<https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>

11.16. Gov.uk: Equality Act 2010: advice for schools June 2018

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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