

RMET

Rainham Mark Grammar School

Behaviour and Anti-bullying

Policy

2025-26

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Table of Contents

1. Introduction	2
2. Legislation and Guidance	2
3. Statement of Equality	3
4. Implementation	3
5. Student Code of Conduct	3
6. Roles and Responsibilities.....	4
6.1. The Headteacher:.....	4
6.2. The Senior Leadership Team:.....	4
6.3. Heads of Year:	4
6.4. Form Tutors.....	4
6.5. Pastoral Support Assistants:	5
6.6. Student Support Officer:.....	5
6.7. Heads of Departments:.....	5
6.8. All staff:	5
6.9. Parents and carers are expected to:.....	6
7. Rewards.....	6
8. Consequences	6
9. Off-site behaviour	7
10. Detentions.....	7
11. Reports	7
12. Removal of a student from a lesson	8
13. Independent Learning and Reflection.....	Error! Bookmark not defined.
14. Student Transition.....	9
15. Equality Diversity and Inclusion	9
Appendix 1: Rewards	10
Appendix 2: Ladder of Consequence.....	11
Appendix 3: Home School Agreement.....	12
Appendix 4: Anti-bullying stratgey.....	15
Appendix 5: Managing Incidents of Sexual Violence, Sexual Harassment & Harmful Sexual Behaviours.....	22

1. Introduction

At Rainham Mark Grammar School our core purpose is to nurture our students in a safe, happy and aspirational environment, that inspires curiosity and prepares them for life beyond school. Our school motto – be the best version of yourself reflects the emphasis we have on character education. Our core values of ASPIRATION, RESPECT, CURIOSITY and HAPPINESS underpin this policy.

1.1. This policy aims to:

- provide a consistent approach to behaviour management;
- define what we consider to be unacceptable behaviour, including bullying;
- outline how students are expected to behave in school and outside of school;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions;
- outline our system of sanctions for inappropriate behaviours.

1.2. This policy should be read in conjunction with the following policies:

- RMET Suspensions & Exclusions Policy
- RMET Positive Handling Policy
- RMET Safeguarding Policy, including Appendix F Searching and Confiscation Procedures.

2. Legislation and Guidance

2.1 This policy has been developed in accordance with the following Department for Education (DfE) and/or statutory guidance:

- [Behaviour and discipline in schools \(February 2024\)](#)
- [Searching, screening and confiscation at school \(July 2022\)](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(updated annually\)](#)
- [Use of reasonable force in schools \(July 2013\)](#)
- [Supporting students with medical conditions at school \(December 2015\)](#)
- [Special educational needs and disability \(SEND\) code of practice \(January 2015\)](#)

2.2 In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.

- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles and give schools the authority to confiscate students' property.
- [Preventing Bullying](#) Advice for Headteachers, Staff and Governing Bodies. (DfE July 2017).

3. Statement of Equality

- 3.1. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitments to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

4. Implementation

- 4.1. It is the responsibility of every member of staff to implement this Behaviour policy. A consistent and corporate approach is essential to ensuring high standards of behaviour are met.

5. Student Code of Conduct

At all times and in all places:

- everyone deserves to be treated with respect;
- students to refrain from behaving in a way that brings the school into disrepute either by their words or actions, whether these be physical, verbal, or electronic, including when outside of school;
- students are expected to behave in a polite, courteous, and considerate manner to all members of the school community;
- students must not leave the school site at any time during school hours including break and lunchtimes, without prior agreement (see 6th form handbook for Y12 and 13 agreement), between the school and parents/carers;
- students are expected to be punctual and to be in the right place at the right time;
- students must not use electronic methods e.g. social networking sites, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their express permission. This includes surreptitious capturing of images, or audio or video recording of any member of the school community without their express consent;
- students are expected to wear the correct school uniform and adhere to the uniform policy;
- Students may have a **mobile phone** at school but whilst on site they must not be used* except for two reasons:
 - a child needs it to help manage a medical condition;
 - a teacher has given express permission for it to be used.

Any contravention of this rule could result in the student's phone being confiscated and securely stored until the end of the day or until a parent/carer is available to come in to collect the phone.

Earbuds and smart watches must not be worn at any time.

*Year 12 & 13 students may use their mobile phones in designated 6th Form areas but must not use them when moving around the school or in communal areas at break and lunchtimes.

6. Roles and Responsibilities

6.1. The Headteacher:

- is responsible for reviewing the Behaviour policy;
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistency;
- will consider issuing a suspension for extremely serious incidents of behaviour.

6.2. The Senior Leadership Team:

- oversees the pastoral team;
- monitors the effectiveness of the policy and supports staff in its implementation;
- keeps abreast of new initiatives and disseminates developments;
- recommends and provide behaviour management training for staff;
- implements and monitors the school's behaviour management systems.

6.3. Heads of Year:

- oversee their Form Tutors and the students in their care;
- oversee the work of the Pastoral Support Assistants (PSAs);
- ensure information about students is disseminated effectively;
- actively intervene to address serious and/or persistent issues as they arise;
- reinforce the appropriate ethos through regular assemblies and lesson drop-ins;
- place on and monitor students on Pastoral Support Plans (PSPs).

6.4. Form Tutors:

- develop a good relationship with all members of the tutor group and with their parents and carers;
- provide academic and pastoral support to individuals in their tutor group who may be experiencing difficulties, which might manifest themselves as behavioural challenges;
- deal promptly with issues as they arise, communicating effectively with parents and the Pastoral Team;
- review the recognition and sanction record of each student, encouraging them to reflect on their actions;
- manage the form tutor report for students causing concern.

6.5. Pastoral Support Assistants:

- are the first point of contact for parents and carers;
- assist the Heads of Year and relevant staff with all issues and associated administration;
- provide support for staff with students causing concern;
- respond to Lesson Issues or Edulink One requests;
- deal with incidents of poor behaviour when encountered and investigate serious incidents, reporting to SLT;
- work with individual students and/or small groups to improve their behaviour or wellbeing.

6.6. Student Support Officer:

- supervises the Reflection Room ensuring students complete work;
- helps students in the Reflection Room reflect on any negative behaviour and help them correct it;
- works with the pastoral team in managing young people;
- does the administrative work relevant to the Reflection Room.

6.7. Heads of Departments:

- set clear expectations of behaviour for learning in their department;
- provide support to all colleagues in their department including training and advice;
- ensure that colleagues are always employing a range of behaviour management strategies prior to removing a student;
- follow and monitor whole school behaviour procedures;
- monitor the quality of behaviour management through regular lesson observations and drop-ins;
- discuss students' progress and the impact of behaviour management at department meetings;
- direct their staff to contact parents/carers regarding behaviour issues and manage escalated cases;
- use line management meetings to share information and update SLT on behaviour in lessons;
- ensure the students arrive and leave from their subject area in a sensible manner;
- ensure reward and behaviour points are issued in line with the policy.

6.8. All staff:

- must set clear expectations of appropriate behaviour;
- record behaviour incidents and action taken in line with school procedures;
- use appropriate behaviour management strategies;
- follow the ladder of consequence and reward and school behaviour procedures;
- refer serious and/or persistent behaviour issues to their line managers/ Heads of Department and the Pastoral Team.

6.9. Parents and carers are expected to:

- support their child in adhering to the Behaviour Policy;
- sign and adhere to the Home School Agreement;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the school promptly;
- support the school with any sanctions that are issued;
- set a good example in terms of their own conduct on or near school site.

7. Rewards

Positive relationships between teachers and students are the key to good behaviour management. Recognition supports and promotes good behaviour and contains the following elements (see Ladder of Reward – Appendix 1):

- positive encouragement from staff to students;
- appropriate and regular issuing of ARCH reward points;
- celebrating students' work and successes;
- regular communications with parents to celebrate positive attitudes and behaviours;
- promoting opportunities for leadership such as Prefect or House Captain.

8. Consequences

Every member of staff who observes breaches of the Behaviour Policy will address the issue and secure the appropriate correct behaviour. Where students do not respond as expected, consequences will be issued in line with the Ladder of Consequence (Appendix 2)

The school's response to behaviour breaches, will be:

- proportionate;
- considered;
- informed;
- supportive;

If a student is involved in repeated incidents of significantly-dysregulated behaviour, putting themselves or others at risk of harm or preventing other students as well as themselves from learning, the Headteacher may decide to issue a suspension (see Exclusions and Suspensions Policy). This step may also be taken after an individual incident of an extremely serious nature.

9. Off-site behaviour

Sanctions may be applied where a student has behaved in a way that brings the school into disrepute in public, including travelling to school and whilst representing the school.

Incidents outside of school may be either witnessed by staff or reported to the school. These will be investigated and responded to in line with breaches of the behaviour policy that take place in school time.

10. Detentions

Detentions are issued at stages C1 to C4 of the Ladder of Consequence as outlined below:

C1 = 10-minute detention – break or lunchtime

C2 = 30-minute detention - centralised

C3 = 60-minute detention - centralised

C4 = 90-minute detention - centralised

Parental consent is not required for detentions although the school wishes to work in collaboration with parents wherever possible. Parents are notified of detentions via Edulink One. If a student fails to attend a detention (unless absent), the member of staff will follow this up and secure the appropriate support of parents and leaders to ensure the sanction is completed.

11. Restorative Approaches

In many circumstances it is appropriate that a restorative approach is explored in addition to a formal sanction. Details of this can be found in Appendix 4.

12. Reports

Student reports are used as a means of tracking student progress on an ongoing basis to secure improvements in their effort, conduct and attainment.

The minimum time for any report cycle is one week. Students will not be on report indefinitely. Completed reports will be logged in the student's file.

There are **five** levels of report:

- **Subject Report** – any member of staff can put a student on Subject Report. This is completed for the lessons within that subject. This will involve appropriate liaison with parents/carers and can be overseen by Heads of Department / Faculties.

- **Form Tutor Report** – the Form Tutor can put a student from their tutor group onto this report. This enables them to track a student’s work across every lesson. This will involve appropriate liaison with parents/carers and the Heads of Year.
- **Heads of Year** can put a student on report. This enables them to track a student’s work across every lesson. This will involve appropriate liaison with parents/carers, the Form Tutor and the AHT or DHT.
- **SLT Report** – any member of SLT can put a student onto SLT report. This enables the tracking of a student’s work and conduct across every lesson. This will involve appropriate liaison with parents/carers and the Heads of Year and the student’s teachers.
- **Pastoral Support Programme** for those students at risk of repeated suspension or permanent exclusion - Heads of Year co-ordinate with AHT or DHT.

13. Removal of a student from a lesson

Staff may remove a student from their lesson for serious and/or persistent behaviour breaches, aligned to behaviour procedures. Students who are removed from a lesson will be given a C3 detention.

14. Prohibited & Banned Items

The following are a list of “prohibited items” (as detailed by the DfE) that must not be brought to school:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In addition, the following items are "banned items" at RMGS (this is not an exhaustive list):

- drugs paraphernalia;
- matches or lighters;
- solvents;
- e-cigarettes, vapes and shisha pens;
- legal highs;
- energy drinks and multipack sweets;
- laser pens;
- offensive material (pornographic, homophobic, racist etc.);

- permanent markers;
- water pistols and water bombs;
- e-scooters.

As per the DfE guidance on searching, screening and confiscation, the school reserves the right to conduct searches of pupils and their belongings where there are reasonable grounds to suspect that the pupil may be in possession of a prohibited or banned item, or anything else which may pose harm to the individual or others within the school community. A metal detector (wand) may be used to assist a search. Any items of concern may be confiscated and only returned via collection by a parent, handed over to the police or destroyed where necessary. When a search takes place, it is performed in line with the Trust's safeguarding policy.

The school is unable to accept responsibility for any items of value brought into school that are either lost or damaged, such as, but not exhaustively, mobile phones, laptops, tablets, watches, games consoles, bicycles, or money.

15. Independent Learning and Reflection (IL&R)

If a student is working in the Reflection Room, it will normally be for a period of one or two days but may be longer for more serious events where a suspension is not deemed appropriate in the individual circumstance. Students may be placed in the reflection room pending the outcome of an investigation.

16. Student Transition

To ensure a smooth transition into RMGS and between key stages, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year and during Year 6 primary school visits. Information on behaviour issues may be shared with new settings for students transferring to or from other schools. All parents/carers and students are required to read and sign the RMGS Home School Agreement (Appendix 3)

17. Equality, Diversity, and Inclusion

We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. We will adapt our approach depending on the needs of each case, but we will consider the views of parents, staff, and external agencies. We will also ensure compliance with the Equality Act 2010 considering students with protected characteristics and making reasonable adjustments for students with a disability within the meaning of the Equality Act 2010.

Special Educational Needs (SEN) and Child Protection

At RMGS we will take account of our statutory and legal duties under the Equality Act 2010 and SEND Code of Practice 2015, in respect of safeguarding and in respect of students with special educational needs and

disabilities (SEND). The school will work with local agencies where necessary to assess and support the needs of students who display dysregulated behaviour.

At RMGS we recognise that persistent dysregulated behaviour can be an indication of an underlying concern e.g. unidentified Special Educational Needs or a young person experiencing or at risk of significant harm (Behaviour in schools' guidance, September 2022). Further investigation may be needed to identify such underlying causes. For further details, please read the RMET Safeguarding policy and Special Educational Needs policy.

Mental/Emotional Health and Behaviour

There are mental health conditions which can lead to students presenting with behavioural difficulties. Where there is suspicion of a potential underlying mental health condition, the school will sign post parents and carers to the GP or refer to external agencies such as CAMHS (Child and Adolescent Mental Health Services) which could lead to an Education Health Care Plan in more severe cases. Please read the RMET SEND policy for more information.

Appendix 1 Rewards

	Points	Awarded for:
R1	1	<ul style="list-style-type: none"> • Aspiration (effort, progress) • Respect (courage, positive attitude) • Curiosity (intellectual curiosity, caught reading) • Happiness (teamwork, gratitude, fairness, compassion, kindness)
R2	2	<ul style="list-style-type: none"> • Aspiration (sustained progress over multiple lessons or pieces of work) • Respect (sustained effort over multiple lessons or pieces of work) • Curiosity (Excellent attitude) • Happiness (Exceptional teamwork)
R3	5	<ul style="list-style-type: none"> • Aspiration (positive leadership of others) • Respect (sustained excellent conduct) • Curiosity (Improving one's own character) • Happiness (demonstrating empathy towards others)
R4	10	<ul style="list-style-type: none"> • Aspiration (Representing RMGS in a match, competition or event) • Respect (Consistently demonstrating a positive character) • Curiosity (Article published in The Mark) • Happiness (Making a positive contribution to the RMGS community)
R5	15	<ul style="list-style-type: none"> • Aspiration (demonstrating subject passion and engagement over time) • Respect (contributing to a Year or House assembly) • Curiosity (going beyond the basics when completing homework and/or researching tasks) • Happiness (contributing to a community project)
R6	20	<ul style="list-style-type: none"> • Aspiration (Contributing to a whole-school assembly) • Respect (Leading a community project) • Curiosity (Completing and outstanding piece of work or research in support of one's wider education) • Happiness (representing RMGS in a regional or national setting)

Appendix 2: Ladder of Consequence (LoC)

	Sanction	Ladder of Consequence in response to:
C1	10 min staff-led detention	<ul style="list-style-type: none"> • Chewing gum anywhere in school or eating in non-designated locations • Failure to comply with a reasonable request or instruction from a member of staff or Prefect • Failure to start work or lack of work in lesson • Forgotten lanyard • Inconsiderate noisy behaviour • Late to learning session • Low level disruption • Not having correct equipment / kit • Other C1 behaviour (staff description in EdulinkOne)
C2	30 min centralised detention	<ul style="list-style-type: none"> • Careless conduct which could lead/leads to injury or damage • Congregating in toilets • Failure to respond to a C1 / No show at C1 detention • Incorrect uniform (including no lanyard) • No homework or late homework • Out of lesson without a time-out pass or exit card • Repeatedly late to lesson • Wearing contraband jewellery, artificial nails/eyelashes • Other C2 behaviour (staff description in EdulinkOne)
C3	60 min centralised detention	<ul style="list-style-type: none"> • 3 x no homework or not in on time in a fortnight (across all subjects) • Being in an out of bounds area • Dishonesty • Exited from lesson • Failure to respond to a C2 / No show at C2 detention • Littering • Misbehaviour in a cover lesson • Mobile phone seen/in use, "air pods", earphones/headphones • Non-targeted swearing / rudeness / inappropriate language • Possession of a water-pistol (or water bottle used as a water pistol) or water bomb • Unpleasantness / unkindness to another person • Other C3 behaviour (staff description in EdulinkOne)
C4	90 min centralised detention	<ul style="list-style-type: none"> • Argumentative or defiant behaviour • Breach of internal examination conditions • Failure to respond to C3 / No show at C3 detention • Misuse of school computers/social media/other technology • Physical contact with other students (e.g. play fighting) • Truancing an entire lesson • Other C4 behaviour (staff description in EdulinkOne)
C5	Independent learning & reflection, Fixed-term suspension or Off-site direction	<ul style="list-style-type: none"> • Being a bystander when banned/prohibited items are in use • Failure to respond to C4 / failure to attend C4 detention • Plagiarism, inappropriate use of AI or other exam malpractice • Use of offensive terminology • Vandalism / deliberate damage to property / buildings / facilities • Written abuse or abusive gestures • Other C5 behaviour (staff description in EdulinkOne)
C6	Independent, learning & reflection, Fixed-term suspension, Off-site direction or Permanent exclusion	<ul style="list-style-type: none"> • Bringing RMGS into disrepute • Bullying • Creation/distribution of e-images/videos without consent • Harmful Sexual Behaviour – physical • Harmful Sexual Behaviour - verbal e.g. sexually degrading language • Hate crime • Incident of a discrimination • Persistent failure to comply with RMGS expectations and requirements • Physical assault / fighting / violent conduct • Possession, use and/or distribution of illegal substances or banned/prohibited items • Putting a member of staff or student or health and safety of the school at risk • Smoking/vaping or being in possession of a vape • Theft/gambling/unsanctioned trading/extortion of others • Verbal abuse/swearing or challenging behaviour directed at a member of the RMGS community (staff, pupil or visitor) • Any behaviour that is in serious breach of the RMGS Behaviour policy and deemed serious enough by the Headteacher

Appendix 3 – Home School Agreement

Home-school agreement

Rainham Mark Grammar School welcomes and values all members of the school community in an atmosphere of learning which is friendly, supportive, and challenging. Working with parents/carers and the community, our core purpose is to cultivate wisdom, character, and strength in students, so they can understand, celebrate, and shape the world in which they live.

Rainham Mark Grammar School will endeavour to:

- Support your child's wellbeing and safety by providing a safe, supportive, and caring environment;
- Help and encourage your child to reach their full potential;
- Monitor and update on your child's progress at parent meetings and through reports;
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent or carer, and respond to any concerns from your child or parents/carers;
- Provide a balanced and challenging curriculum and meet individual needs;
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- Set and assess work according to published school and departmental policies;
- Communicate between home and school through notices, newsletters, text, email, and the school website.

Parents/carers

I will endeavour to:

- Support my child to attend school regularly and on time. I will notify the school if my child will be absent;
- Support my child to adhere to the school uniform policy and bring the necessary equipment to school;
- Support my child to maintain a consistently high standard of behaviour in line with school policies;
- Communicate to the school concerns that I have about my child that may affect their behaviour in school or ability to learn;
- Communicate with staff during core school hours;
- Support my child to complete their homework on time and raise any issues with their teachers;
- Treat all members of the school community with care and respect;

- Read school policies and communication sent home by the school and respond where necessary.

Student

I will endeavour to:

- Arrive at school and my lessons every day on time and ready to learn;
- Try my best to do my work and ask for help if I need it;
- Do my homework on time and raise any issues with my teachers;
- Speak to an adult about any issues I am experiencing that may affect my safety, work, or behaviour;
- Wear the correct school uniform and bring all the equipment I need to each lesson;
- Treat all members of the school community with care and respect;
- Understand and follow the school rules;
- Show respect for the school environment and local community.

Appendix 4 - Anti-Bullying Strategy

Bullying in any form: verbal, physical, emotional, written, in-person or online, will not be tolerated by students or staff of Rainham Mark Grammar School. Every member of the Rainham Mark community should feel safe and happy so that they are able to learn and achieve their potential.

Definition of bullying

Bullying is the repetitive, wilful, conscious desire to abuse another person and to put them under stress. Bullying causes a member of the school community to feel unhappy, insecure, threatened or excluded. Bullying will also often involve a power imbalance between the perpetrator and the victim. This power imbalance might be caused by:

- the perpetrator being older, bigger, or stronger than the victim;
- The perpetrator being part of a group while the victim is on their own or part of a much smaller group.
- The victim being more vulnerable by virtue of their physical appearance or personality.

The following is a list of examples (not exhaustive) of situations that would fall under the definition of bullying when they occur in a manner which is a deliberate, persistent, and repeated desire to verbally, physically, psychologically, or emotionally hurt another person or cause them unnecessary stress:

- Actual physical harm, damage to property.
- Verbal abuse (including sexual and racial harassment).
- Extortion.
- Exclusion from friendship groups.
- Malicious gossip.
- Cyber bullying: abusing social network sites and messaging platforms during and outside of school hours, including all school outings and events.
- Coercing a third party to bully an individual.
- Theft.
- Non-verbal threatening gestures.
- Intimidatory messages: the production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures
- Graffiti, sniggering, sarcastic remarks.
- Discriminatory slurs.

Bullying is not:

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.

- A physical altercation between two students in which both have been willing participants.
- Isolated or on-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the ladder of consequence set out in the school's Behaviour policy.

Child-on-Child Abuse

Child-on-child abuse is a specific category of bullying, defined in KCSIE as any form of abuse performed by children on other children. There are several forms of child-on-child abuse, including, but not limited to:

- Deliberately ignoring others and excluding them from groups or activities.
- Making others feel uncomfortable.
- Passing unkind notes or spreading malicious rumours in-person or online.
- Teasing or making improper comments about a person's race, sexuality, religion, dress, religion, looks, family circumstances, looked after children, fostered, etc.
- Threatening, including verbal threats by telephone, e-mail, text message or social networking site.
- Inappropriate use of social media.
- Hitting and using physical violence such as pushing.
- Unwarranted sexual advances – including up-skirting and other forms of sexual imagery both in- person and online.
- Demanding money.
- Damage to others' property.

The Framework

The framework within which the school tackles bullying consists of five facets:

- Reveal / report incidents;
- Collect evidence and create a record of incidents;
- Act on findings;
- Help, advise and support;
- Monitor and evaluate.

Revealing / Reporting Incidents

To encourage people to “speak out” with confidence and to make the reporting of incidents as easy as possible, we aim to provide as many initial contacts as possible for students to report incidents with confidence within the school. It has to be the student's choice as to whom they reveal the problem. This can be to any member of staff or student in the school community who will then disclose the information to the relevant pastoral/safeguarding leads to follow up. Students can also report a bullying or safeguarding concern online using our bullying and safeguarding online reporting tool.

Collecting Evidence and Recording Incidents.

The person to whom the student has revealed their problem will immediately inform the Pastoral Team giving as much information as possible. The information should include where possible:

- Who is involved;
- The nature of the bullying;
- How often it has happened and for how long;
- Where it takes place;
- Names of any witnesses.

The Head of Year, Pastoral Support Assistant or Form Tutor should ensure that the victim's parents are informed that day either by telephone or email. The parents should be reassured that the report is being investigated and appropriate action will be taken.

Written statements may need to be taken from the victim and any witnesses to the bullying incident. When in no doubt that bullying has taken place, details of the case will be passed on to SLT.

Actions

The school will not respond to all incidents of bullying in the same way. In cases where intervention is early and no physical violence is involved, we recognise that the most important outcome is that the bullying should stop. Therefore, in such cases we may adopt a **“restorative approach.”** A member of the pastoral team will meet with the victim and the student accused of bullying separately to support them to reflect. If the student wishes to change their behaviour, then, in agreement with the victim, support will be given to resolve the problem in terms of a restorative meeting.

In instances of behaviour which is deemed discriminatory, the school will apply calling-in approach to restorative justice, as suggested by the FLAIR organisation. Calling-in begins with a student-directed “ouch, oops, woah” response to the use of harmful or discriminatory language and can move to a mediated conversation between victim and aggressor to explore the harm inflicted on the victim and the reasons behind the aggressor's actions; parents may also be involved in restorative steps. Whilst the FLAIR organisation is primarily focused on racial inclusion, this calling-in approach may be applied to all types of discriminatory behaviour.

In cases of more severe incidents, those where physical aggression is involved or repeated incidents of bullying behaviour by the same person, then sanctions within the school's behaviour policy will be issued and all parents informed. In extreme cases of physical and/or psychological assault, bullying behaviour can become criminal and should be reported to the police.

If further bullying or retaliation occurs, then the following actions may be taken:

- Further sanctions as prescribed in the school's Behaviour Policy, including suspension or permanent exclusion depending on severity;
- A pastoral support programme (PSP) put in place which may include mentoring or counselling support from a trained counsellor or from an outside agency;
- Involvement of School Liaison Police Officer which may result in the development of an Anti-Social Behaviour Agreement and Anti-Social Behaviour Contract.

Help, Advice and Support.

Support for the victim

We undertake to provide support for our students by taking their concerns seriously and by dealing with the problem quickly and sensitively.

We will respond to and respect the voice of the child in finding solutions.

We shall try to gain support for the bullied person from friends and classmates.

We shall inform the bullied person and their parents about the actions taken.

We shall give advice as to what to do if there is a further incident.

We offer counselling support if needed or requested.

An offer of restoration or mediation between both parties, supervised by an adult.

Support for the student accused of bullying.

The school believes that bullying is unacceptable.

We recognise that it does occur and that students who display bullying behaviour do so for different reasons.

We shall inform the bullying student's parents about the incident(s).

Students who bully often have low self-esteem and are, or have been, bullied themselves.

It is vital that everyone recognises that it is the **"bullying behaviour"** and not the student that the school will not tolerate.

We are committed to providing any support necessary to provide the student with the skills needed to build lasting and meaningful friendships.

Monitoring and evaluating the arrangements

All incidents of bullying and discrimination are logged centrally. The log is reviewed termly by SLT to look for areas of improvement and to allow triangulation with student feedback.

Education

Rainham Mark Grammar School has an established PSHE programme. Within the programme, bullying is a topic that is covered in different year groups. The PSHE programme does have the flexibility to deal with aspects of bullying as and when the need arises, either within a year or learning group. To reinforce with students that such actions are unacceptable, bullying is also a theme for either whole school or year group assemblies and tutor time events. The school takes part in National Anti-bullying Week. All Year 7 students complete Active Bystander Training when they join the school.

Responding to incidents of bullying reported by parents/carers

We recognise that such reports need to be dealt with as quickly as possible to allay the fears of the parent and student. Therefore, the following procedures will be adopted:

- Telephone call noted by office staff who inform the parent/carer that a response will be given within three school days (if there is a safeguarding concern this will be within the same day as the request);
- Message passed to the pastoral team who will ring the parent to take details of the problem and to reassure that an investigation is underway;
- The Head of Year, Pastoral Support Assistant or Form Tutor may become involved; this will depend on the severity of the situation;
- The AHT (Pastoral and Inclusions) or other member of the Senior Leadership Team is informed and will often be involved in the investigation;
- Statements will be collected from the victim, alleged bully, and any witnesses;
- Appropriate action will occur based on information gathered and further investigation;
- Contact made with parents as soon as the situation has been investigated and resolved.
- Incidents are logged on the appropriate platforms.

Advice to staff

- Set an example of good relationships and be on time for lessons, so that no bullying takes place while the students are waiting.
- Demonstrate caring, empathetic, and respectful behaviour.
- Watch for signs of distress in our classes.
- Be sympathetic, listen carefully and make a record of any reported incidents. Victims will probably have chosen you because they trust you.
- Offer the victim support and help by putting the school's procedures into operation.
- While on duty, or while moving between lessons, please visit places within the site where bullying may take place. Your presence reassures the students.

Advice to students

This advice has been created in collaboration with our students:

- Do not tolerate bullying behaviours in your circle of friends or social groups, be an active bystander.
- Students who display bullying behaviour will soon stop if friends think that they are acting badly.
- Leave the scene immediately and tell a member of staff/older student.
- Students who bully only prosper where there is a culture of silence and fear.
- If you are bullied, there is nothing wrong with you. The bully behaviour is wrong.
- Do not fight back. It could make matters worse. Get your friends to support you.

- Make use of our student ambassadors/cyber mentors and other senior students in your form
- Act: do not remain silent; report what you see. Use the website *Report A Concern* button if you cannot report in person.

Report to any member of staff or via the Report a Bullying Concern on the school website - <https://www.rainhammark.com/page/?title=Safeguarding&pid=376>

Do not respond to people who post things online that upset you or make you unhappy. Block them and report via the platform's reporting mechanism.

Refer to the "Online Safety" area of the school website - <https://www.rainhammark.com/page/?title=On%2Dline+Safety&pid=263>

Refer to the "How RMGS keeps you safe" area of the school website - <https://www.rainhammark.com/page/?title=How+RMGS+Keeps+you+safe&pid=334>

Parentline Plus	0808 800 2222
ChildLine	0800 1111
Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk/
Act Against bullying	http://www.actagainstbullying.org/
Bullying UK	http://www.bullying.co.uk/
Child Exploitation and Online Protection (C.E.O.P)	http://ceop.police.uk/

APPENDIX 5: Managing Incidents of Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour in School

This guidance has been developed using the DFE's *Sexual Violence and Sexual Harassment between Children in Schools and Colleges* and *Keeping Children Safe in Education - Part Five*.

1. Purpose

Sexual violence, sexual harassment and harmful sexual behaviour can occur between two children of any age or sex. Incidents can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together and that the impact of this behaviour on children can be extremely distressing, impacting on their emotional health and wellbeing as well as affecting their academic achievement.

Within this guidance, we set out our systems and processes for report, responding and supporting where allegations and reports of sexual harassment and violence are made as a category of child-on-child abuse. The RMGS Ladder of Consequence refers to Harmful Sexual Behaviour and in rung C6 – the highest sanction. 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 students and staff are supported and protected as appropriate.

2. Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour – Definitions and Examples

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour must be referred immediately to the Designated Safeguarding Lead (DSL) or Deputies.

2a. Sexual Violence – this guidance refers to sexual offences under the Sexual Offences Act 2003 as outlined below:

- **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.

2b. Sexual Harassment – For this guidance we mean ‘unwanted conduct of a sexual nature’ that can occur online and in-person. We refer to this 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, calling someone sexualised names.
- Sexual “jokes” or taunting.

- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos, or drawings of a sexual nature; and
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images videos (sexting); sexualised online bullying and inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

2c. Harmful Sexual Behaviour (HSB) – in this guidance, we recognise importance of distinguishing between healthy, problematic, and sexually harmful behaviour. We use the *Brook Traffic Light Tool* in helping staff understand appropriate and harmful behaviours.

Harmful sexual behaviour from young people is not always contrived or with 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. It may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching
- Sexual assault abuse

Consent is when someone agrees by choice and has the freedom and capacity to make that choice. It is important to note that:

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

3. **Sexting – the sharing of nude or indecent imagery** (youth produced sexual imagery)

The term sexting '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. These images may have been because of up-skirting.

4. **Teenage Relationship Abuse**

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, to gain power and maintain control over the partner. This abuse may be child sexual exploitation (CSE).

5. **Indicators**

Indicators and signs that a child may be suffering from child-on-child sexual violence, sexual harassment and harmful sexual behaviour can overlap with those indicating any other form of abuse including but not limited to:

- Failing to attend school, disengaging from classes, or struggling to carry out school related tasks to the standard ordinarily expected.
- Physical injuries.
- Experiencing difficulties with mental health and /or emotional wellbeing.

- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and or panic attacks; suffering from nightmares or lack of sleep or sleeping too much.
- Broader changes in behaviour including alcohol or substance misuse.
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age.
- Abusive behaviours towards others.

6. Responding to a concern/incident/disclosure

Sexual violence, sexual harassment and harmful sexual behaviour may occur in our school, on the way to or from school, or in the community. Consideration will be always given, and the safeguarding team will always aim to support all students involved. Where a member of staff identifies a concern in relation to sexual violence, sexual harassment or harmful sexual behaviour they should log this with the DSL or Deputies.

Students can report to a trusted adult or via the website Reporting a Concern whisper button.

When managing any concerns, the safeguarding team will at all times:

- Follow the guidance outlined in part five of KCSIE which has now merged with the content of DfE guidance '[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)'. When responding to concerns relating to child-on-child sexual violence or harassment:
- If DSLs are unsure how to proceed, advice will be sought from the local Education Safeguarding Service.
- Recognise that staff must be vigilant and recognise that information may come from overheard conversations or observed behaviour changes.
- It is essential that all victims of sexual violence, sexual harassment or HSB are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence, sexual harassment or HSB or be made to feel ashamed for making a report.
- Immediate consideration will be given as how to best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).
- When there has been a report of sexual violence or harassment, the DSL will make an immediate risk and needs assessment. The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students and staff and any actions that are required to protect them.
- Where possible, the safeguarding team will follow the guidance in KCSIE which recommends that two members of staff manage reports of sexual violence and harassment.
- Reports will initially be managed internally by the RMGS safeguarding team and where necessary will be referred to Medway Children's Services and/or the police.
- The decision making and required action taken will vary on a case by case basis, but will be informed by the wishes of the victim; the nature of the alleged incident (including whether a crime may have been committed); the ages and developmental stages of the children involved; any power imbalance between the children; if the alleged incident is a one-off, or a sustained pattern of abuse; if there are any ongoing risks to the victim, other students or RMGS staff; and, any other related issues or wider context.
- The school will consider the physical and mental health implications for both the victim and perpetrator. It is identified that both individuals will need additional support and provision of further information about harmful sexual behaviours and may need signposting to further sources of support.

Educating Our Community

- We will reassure and teach our students to understand that the law is in place to protect children and young people, rather than criminalise them.
- We will regularly review decisions and actions to update and improve practice including how to keep students informed about the issues and how to protect themselves. Teaching the RSE curriculum is a whole school responsibility and will be delivered through subjects when appropriate, PSHE, tutor time and assemblies, and outside agencies.
- We will educate our parents and carers through our Safeguarding Bulletin and other timely communication and events.

On occasion the victim may not wish for their identity to be known and there are no easy or definitive answers when this is requested. If the victim does not give consent to share information, we may still lawfully share it, if it is in the best interest of the child or in the public interest.

The safeguarding team will consider:

- The wishes of the victim in terms of how they want to proceed.
- The victim(s) should be given as much control as is reasonably possible over the decisions regarding how any investigation will be progressed and any support that they will be offered – we will balance this aspect and the need to balance our duty and responsibility to protect children.
- The nature of the alleged incident(s) including might a crime have been committed and consideration of any display of HSB.
- The ages of the students involved.
- The developmental stages of students involved.
- Any power imbalance between the students (e.g. is the alleged perpetrator significantly older? Does the victim have a disability of learning needs?).
- If the alleged incident is a one off or a sustained pattern of abuse (the sustained pattern of abuse may not just be of a sexual nature).
- That sexual violence, sexual harassment and HSB can take place within intimate relationships with peers.
- Whether there are ongoing risks to the victim, other children, adult students and staff.
- Other related issues and wider context, including any links to any forms of child exploitation.

When we talk about sexual violence, sexual harassment or HSB we will refer to ‘victim’ and ‘alleged perpetrator’. This does not mean we are taking sides nor making any judgement, but for the purpose of this policy we will refer to children involved in this way.

Victim – When we speak to the ‘victim’ we will:

- Listen and take any disclosure seriously.
- Never make them feel that they are creating a problem or be ashamed.
- Reassure them that they will be kept safe.
- Handle the situation sensitively.
- Use proper names for body parts and use exactly any vocabulary or language used by the student.
- Ask open questions following TED.
- Ascertain where the incident(s) occurred.
- Ascertain if other children witnessed this.
- Consider ongoing support at school.
- Consider referral to external bodies.

Parents or carers of the victim will be informed (unless this would put the victim at greater risk). Rape, assault by penetration and sexual assaults are crimes and the DSL will have to balance the victim's wishes against their duty to protect the victim and other children within the school setting. If we do decide to make a referral to children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will in most cases be explained to the victim and appropriate specialist support offered.

Alleged perpetrator – When we speak to the 'alleged perpetrator' we will:

- Listen to what they say and not dismiss their account.
- Handle the situation with sensitivity and non-judgemental approach.
- Offer ongoing support.
- Record all conversation and all actions taken on CPOMS.
- Consider any referrals for external support.
- Inform their parents unless a safeguarding risk prevents this.

When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations.

7. Reporting to the Police

At RMGS we understand our responsibilities to call the police and report forms of child-on-child abuse. This does not mean that we are looking to criminalise children, and this may not always be necessary. The guidance that we follow is: *When to Call the Police* (guidance for schools and colleges)

In any form of child-on-child abuse where it is believed that an offence has been committed, a report may be made to the police. Parents of victims may report to the police and school will support parents in doing so. Where a report has been made to the police, we will consult with the police and agree what information is appropriate to disclose to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. This may also include the development of a clear and robust safety and support plan as part of this early help process. However, as you will see further on in this policy, risk assessing, and safety planning is a key aspect of all child-on-child abuse (see Post-incident Management).

Regarding sexual violence and sexual harassment between children, where there is a report of a rape, assault by penetration or sexual assault, the starting point is that this should be passed to the police who will advise and log according to their own guidelines.

8. Post-incident Management

It is vital that all children involved in child-on-child abuse are given appropriate and ongoing support for as long as it is required/needed. This may include referrals to other agencies/professionals outside our setting and this decision will be made in conjunction with the children, their parents/carers, and other professionals. If there are other professionals involved, then we will liaise with those colleagues to ensure that we are working together and understand one another's role in this support.

There may be delays in any case that is being progressed through the criminal justice system. However, we will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator, and other children in the school and moving forward with our post incident management.

Support planning is vital, and it is imperative that following any incident the children involved continue to feel supported and receive help even if they tell us that they are coping and managing. Sometimes feelings of embarrassment, remorse, regret, or unhappiness may occur at a much later stage. We will do our best to ensure that they 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) will happen as part of this plan.

Referrals may have already happened, but it is important to establish which professionals continue to work with all children involved in this process and this is helped with robust planning.

Safety Planning/Risk Assessment

Integral to post-incident management is robust safety planning/risk assessment and this is an invaluable and necessary process. It is one of our key priorities as part of the post incident management. When looking at this process, consideration should be given to the following:

- If this is an ongoing police investigation, we will ask the police for a central contact so questions about the progress of the matter can be answered for example, are there any bail conditions in place or has there been a charging decision? Where bail is deemed proportionate and necessary, we will work with children's social care and the police to manage any implications and safeguard our children.
- The importance in ensuring that the victim can continue in their normal routine, including continuing to receive a suitable education.
- The importance of the alleged perpetrator in continuing to access education and support.
- Do the victim and alleged perpetrator share classes?
- What measures need to be put in place when children move between lessons/unstructured time/ arrival and departure/travelling to and from school?
- With whom information needs to be shared.
- If it is the case that the alleged perpetrator is moved to another educational institution (for any reason), then we will ensure that the new educational institution is made aware of any ongoing support needs.

In all cases, we will record our decision making together with the rationale behind those decisions. All the above will be considered with the needs and wishes of the victim at the heart of all that we do as part of this process (supported by parents and carers as required). Our safety plan/risk assessment will be kept under review.

Additional Support and Guidance

- *Keeping Children Safe in Education*
- *Working Together to Safeguard Children*
- *Sexual Violence and Sexual Harassment between Children in Schools and Colleges*
- *Relationships and Sex Education (RSE) and health education*
- *UKCIS Guidance: Sharing Nudes and Semi-Nudes*
- *Sharing Nudes and Semi-nudes: Advice for Education Settings Working with Children and Young People*
- *Specialist Sexual Violence Rape Crisis*