Heath House Prep School

**BEHAVIOUR AND ANTI-BULLYING POLICY**

## Introduction

This policy applies to all pupils at Heath House, including those within the EYFS. It sets out our high expectations for conduct and our procedures for preventing and tackling bullying. This policy has regard for:

- Keeping Children Safe in Education (KCSIE) 2026
- Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers (effective 1 September 2026)
- Behaviour in Schools: Advice for Headteachers and School Staff (2024)
- Independent School Standards Guidance (April 2026)
- Mobile Phones in Schools (statutory guidance, 2026)
- Searching, Screening and Confiscation: Advice for Schools
- Equality Act 2010
- SEND Code of Practice: 0–25 years
- Preventing and Tackling Bullying
- Restrictive Interventions, including the Use of Reasonable Force in Schools (2026)

This policy should be read alongside the Safeguarding Policy, Inclusion, Equality and Family Welfare Policy and Staff Code of Conduct Policy.

## Statement of Intent

Heath House aims to create a welcoming, caring environment based on mutual respect. We believe that high expectations of behaviour are essential for children's happiness, well-being, and educational success. Every child has the right to develop their potential and be safe and happy.

## Rights and Responsibilities

- **Pupil Rights:** To be safe, happy, and able to learn without disruption.
- **Pupil Responsibilities:** To follow school, classroom, and outdoor rules. If a pupil chooses to break these rules, they must accept the consequences.
- **Staff Responsibilities:** To maintain high expectations, model respectful behaviour, and take all reports of bullying seriously.



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## Expectations for Behaviour

## Promoting Positive Behaviour

The school promotes positive behaviour through clear and consistent expectations, positive relationships, established routines and age-appropriate teaching of expected behaviour. Staff will model the behaviour expected of pupils and recognise and reinforce positive behaviour. Expectations and consequences will be applied consistently and fairly, while taking account of individual circumstances and reasonable adjustments.

Staff will use preventative and de-escalation strategies wherever appropriate, seeking to understand triggers and underlying needs and to reduce the likelihood that behaviour escalates to the point where restrictive intervention may be required.

### Early Years Foundation Stage (EYFS)

For children within the EYFS, the school's approach to behaviour is consistent with the Early Years Foundation Stage Statutory Framework for Group and School-Based Providers. Staff support children to understand and manage their behaviour in ways that are appropriate to their age and stage of development.

Practitioners promote positive behaviour through warm and supportive relationships, clear and consistent expectations, appropriate routines, positive role modelling and praise. Where behaviour is challenging, staff will seek to understand the individual child's needs and circumstances and provide appropriate support, including reasonable adjustments where required.

Corporal punishment is not used or threatened in the EYFS. Physical intervention will only be used where it is necessary to prevent personal injury to the child, another child or an adult, or serious damage to property, and any such intervention will be managed and recorded in accordance with the EYFS statutory requirements and this policy.

## Rewards, Praise and Positive Reinforcement

Heath House recognises that positive reinforcement, praise and recognition are important in promoting high standards of behaviour and helping pupils understand and demonstrate the values of the school. Staff seek opportunities to recognise positive behaviour, effort, attitudes and contributions to the school community.

House Points may be awarded to pupils for positive behaviour, effort, achievement and contribution to school life. House Points contribute to the school's wider House system, with the winning House recognised and rewarded during the weekly school assembly.



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Pupils may also be awarded Stars when they demonstrate the school's values of Kindness, Good Manners, Respect, Sportsmanship, Individual Confidence, Resilience and Grit, and Tolerance. When a pupil completes a full row of Stars, they are awarded a certificate in recognition of their achievement.

Staff also use age-appropriate verbal praise and recognition throughout the school day to reinforce positive choices and help pupils understand why their behaviour is valued. Praise and rewards should be applied fairly and consistently, while recognising individual pupils' needs, circumstances and achievements.

## Acceptable Behaviour

Children are encouraged to:

- Try their best in all activities.
- Be kind and speak politely to everyone.
- Respect others' property and the school environment.

## Unacceptable Behaviour

Unacceptable behaviours include, but are not limited to:

- **Low-level disruption:** Talking over staff, interrupting learning.
- **Aggression:** Physical hitting, kicking, or pushing.
- **Verbal abuse:** Swearing, name-calling, or derogatory remarks.
- **Child-on-Child Abuse:** Any form of abuse by one child towards another, including physical, sexual, emotional or online abuse. See *Child-on-Child Abuse, Harmful Sexual Behaviour and Sexual Harassment* below.

## Anti-Bullying Provisions

## Definition of Bullying

Heath House defines bullying as behaviour by an individual or group, usually repeated over time, that intentionally hurts another person physically or emotionally. Bullying may take place face-to-face, online or through a combination of both and may involve an imbalance of power between those involved.

Bullying may be physical, verbal, relational, prejudicial or online. It may be motivated by actual or perceived differences, including those relating to protected characteristics.

The school recognises that bullying can be a form of child-on-child abuse and may also raise safeguarding concerns.



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A single serious incident may not meet the usual definition of bullying because it has not been repeated. However, this does not make the behaviour less serious. One-off incidents of violence, sexual harassment, sexual violence, harmful sexual behaviour, discriminatory abuse, threatening behaviour or other harmful conduct will be addressed under this Behaviour and Anti-Bullying Policy and, where appropriate, the school's safeguarding procedures.

When responding to concerns, the school will consider the behaviour, its impact, the context in which it occurred, any imbalance of power and whether there is evidence of a pattern of behaviour.

## Forms of Bullying

Bullying may include, but is not limited to:

- **Physical:** Hitting, kicking, pushing, damaging belongings or other unwanted physical behaviour.
- **Verbal:** Name-calling, threats, insults, teasing or derogatory comments.
- **Relational:** Deliberately excluding others, spreading rumours, manipulating friendships or attempting to damage another person's relationships or reputation.
- **Prejudice-based and discriminatory:** Behaviour targeted at a person's actual or perceived characteristics, including protected characteristics under the Equality Act 2010.
- **Cyberbullying and Online Abuse:** Bullying or harmful behaviour carried out through digital technology or online platforms. See *Online Behaviour and Online Safety* below.

## Prejudice-Based and Discriminatory Behaviour

The school is committed to preventing and responding to discrimination, harassment, victimisation and prejudice-based behaviour. Derogatory or discriminatory language and behaviour will be challenged and addressed promptly.

Prejudice-based or discriminatory behaviour may relate to a person's actual or perceived characteristics, including the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation, where applicable in the school context.

The school will also respond to prejudice-based behaviour relating to other aspects of a person's identity or circumstances, whether or not these constitute a protected characteristic under the Equality Act 2010.

When responding to an incident, the school will consider the nature and seriousness of the behaviour, its impact on those involved, whether there is evidence of a pattern of behaviour and whether the incident raises a safeguarding concern.

Appropriate action may include education and restorative work, pastoral support, communication with parents, reasonable and proportionate disciplinary sanctions and, where necessary, referral to the DSL.



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Incidents will be recorded and monitored so that the school can identify patterns or trends and take appropriate action to prevent recurrence.

## Behaviour Outside School

The school's expectations for behaviour may apply to conduct outside the school premises where there is a clear connection to the school or its community.

This may include behaviour:

- when taking part in a school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform or otherwise identifiable as a pupil of the school;
- which affects the safety, wellbeing or education of another pupil;
- which could have repercussions for the orderly running of the school; or
- which could adversely affect the reputation of the school.

Where such behaviour is reported to the school, the circumstances will be considered and the school may take appropriate and proportionate action in accordance with this policy. Where the behaviour raises a safeguarding concern, staff must follow the school's safeguarding procedures and report the concern to the DSL or Deputy DSL.

## Online Behaviour and Online Safety

The school recognises that behaviour which takes place online can have a significant impact on pupils' safety, wellbeing and relationships in school. The school's expectations for respectful and safe behaviour apply to pupils' online behaviour as well as their behaviour in school.

Online behaviour may include, but is not limited to:

- cyberbullying, harassment, intimidation or threats;
- exclusion from online groups or conversations;
- impersonation or the creation of fake accounts;
- sharing personal information, photographs or videos without permission;
- sharing or threatening to share intimate images or videos;
- creating, altering or sharing images or videos of another child using artificial intelligence, including deepfakes;
- exposure to or sharing of pornography or other age-inappropriate sexual content;
- exposure to harmful, violent, misogynistic, discriminatory or extremist content;
- encouraging or participating in harmful online challenges or activities;
- the use of online platforms, gaming or messaging services to groom, manipulate, exploit or pressure another child; and



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- the use of artificial intelligence or other emerging technologies in a way that causes harm or creates a safeguarding concern.

The school recognises that online harms can occur through content, contact, conduct and commerce and that these risks can overlap. The school will provide age- and developmentally-appropriate education to help pupils understand online harms, including the risks associated with sharing images, deepfakes, pornography, misogynistic content and harmful online interactions, and to know when and where to seek help.

Pupils are expected to behave respectfully and responsibly online, whether using school equipment or their own devices. Online behaviour occurring outside school may also be addressed in accordance with the Behaviour Outside School section of this policy.

Where online behaviour raises a safeguarding concern, including concerns about sexual harassment or violence, harmful sexual behaviour, grooming, exploitation, self-generated intimate images or other harmful content, the concern must be reported to the DSL or Deputy DSL in accordance with the school's safeguarding procedures.

Where appropriate, the school may work with parents, carers, external agencies, the police or other relevant organisations to address online abuse or safeguarding concerns.

The school will keep its approach to online behaviour under review in response to emerging risks, technologies and guidance.

### Child-on-Child Abuse, Harmful Sexual Behaviour and Sexual Harassment

The school recognises that children can abuse other children and that child-on-child abuse is never acceptable or to be dismissed as “banter”, “just a joke” or “part of growing up”. It can happen online, face-to-face or through a combination of both.

Child-on-child abuse may include:

- bullying, including cyberbullying;
- physical violence or intimidation;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour (HSB);
- sharing of self-generated intimate images or videos, including those generated or altered using artificial intelligence;
- coercive or controlling behaviour;
- abusive behaviour within friendships or relationships;
- discriminatory or prejudicial behaviour, including racist, homophobic, biphobic, transphobic or faith-based abuse; and
- misogynistic behaviour, language or attitudes.



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The school recognises that harmful sexual behaviour exists on a continuum and may range from developmentally inappropriate behaviour through to serious sexual violence. When considering whether sexual behaviour is harmful, the age, developmental stage, maturity and individual circumstances of the children involved will be considered. A significant age or developmental difference between children may be an important factor, but harmful behaviour can also occur between children of a similar age.

All staff must take reports or concerns about child-on-child abuse seriously and must not make assumptions that a child is “not the type” to behave abusively or that an incident is simply a disagreement between peers.

Where a concern involves sexual harassment, sexual violence, harmful sexual behaviour, misogyny or another form of child-on-child abuse, staff must follow the school’s safeguarding procedures and report the concern to the DSL or Deputy DSL without delay. The DSL will assess the risks and needs of all children involved and determine the appropriate safeguarding, pastoral and/or disciplinary response.

The school will provide appropriate support to children who experience abuse and will also consider the safeguarding and support needs of children who display harmful or abusive behaviour. Early identification and intervention will be used wherever possible to prevent behaviour from escalating.

The school will consider the wider context in which child-on-child abuse occurs, including peer groups, relationships, online environments and exposure to harmful or misogynistic content. Preventative education, including teaching about respectful relationships, consent, boundaries and appropriate behaviour, will form part of the school’s approach to preventing child-on-child abuse.

## Challenging “Banter” and Minimising Language

The school does not tolerate the dismissal of abusive, harmful, discriminatory or sexualised behaviour as “just banter”, “just a joke” or “part of growing up”. All staff are trained to recognise that child-on-child abuse and harmful sexual behaviour can happen in any school and must take all reports and concerns seriously. Staff should consider the impact of the behaviour on the child who has experienced it, rather than relying solely on the intention of the child who has displayed the behaviour.

## Disciplinary Procedures and Sanctions

The school generally uses a graduated approach to sanctions, ensuring that responses are reasonable and proportionate. The school may move directly to a more serious sanction where the nature or seriousness of the behaviour warrants this.

1. Verbal Warning: Immediate correction of behaviour.
2. Withdrawal of Privileges: Loss of an appropriate privilege or activity.
3. Parental Meeting: Formal discussion regarding recurring issues.
4. Intervention/Action: Behaviour Slips or Behaviour Report Card.
5. Suspension: A pupil may be suspended from school for a fixed period in response to a serious breach or persistent breaches of the school's Behaviour and Anti-Bullying Policy.



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6. Required Removal or Permanent Exclusion: In the most serious circumstances, the school may require the removal of a pupil or permanently exclude a pupil in accordance with this policy and the school's contractual arrangements with parents.

## Suspension, Required Removal and Permanent Exclusion

Suspension, required removal and permanent exclusion are serious sanctions and will not be imposed lightly. They may, however, be necessary where there has been a serious breach or persistent breaches of the school's Behaviour and Anti-Bullying Policy or where the continued presence of a pupil is considered likely to seriously harm the education, welfare or safety of the pupil or others.

A serious breach may include, but is not limited to, serious actual or threatened violence, persistent bullying, child-on-child abuse, sexual harassment or violence, harmful sexual behaviour, possession or use of prohibited items, serious online abuse or conduct which places the safety or welfare of members of the school community at risk.

A suspension may be imposed for a specified period. The school will inform parents of the reason for the suspension, its duration and the arrangements for the pupil's education and return to school.

A pupil may be required to leave the school permanently where the Headteacher considers that the pupil's conduct or progress, or the behaviour of a parent, makes continued attendance at the school inappropriate and where required removal is permitted under the school's contractual arrangements with parents.

Permanent exclusion may be imposed for a grave breach of school discipline or a serious criminal offence, or where persistent breaches of school rules mean that the pupil's continued attendance is no longer considered appropriate.

## Decision-Making and Fairness

Decisions regarding suspension, required removal or permanent exclusion will be made fairly, reasonably and in accordance with the school's contractual arrangements with parents.

Before reaching a decision, the Headteacher will consider the circumstances of the case and, where appropriate, the pupil will be given an opportunity to explain their account of events.

Decisions will be made on the balance of probabilities, taking into account the evidence available.

The Headteacher will consider relevant individual circumstances, including the pupil's age, maturity, SEND or disability and whether reasonable adjustments are required. Where behaviour may indicate an unmet safeguarding, pastoral or special educational need, this will also be considered.

Where a pupil has an Education, Health and Care Plan (EHCP), the school will take account of the plan and any relevant statutory duties before making a decision.



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The school will not suspend, require the removal of or permanently exclude a pupil unlawfully or informally. A pupil will not be sent home or prevented from attending school for disciplinary reasons except in accordance with this policy and the school's contractual arrangements with parents.

## Safeguarding

Where the behaviour giving rise to a possible suspension, required removal or permanent exclusion also raises a safeguarding concern, the DSL will be involved and the school's safeguarding procedures will be followed.

The school will consider the safeguarding and welfare needs of all pupils involved, including both a pupil who may have experienced harm and a pupil whose behaviour may have caused harm.

## Education During Suspension

During a period of suspension, the school will make appropriate arrangements to support the pupil's continued education. Work will be provided which is suitable to the pupil's age and ability and, where appropriate, will reflect the curriculum being taught to the pupil's class.

The school will communicate with parents regarding arrangements for completing and returning work during the suspension and will provide appropriate feedback on work completed.

The school will consider the individual circumstances of the pupil, including any SEND, disability or additional educational needs, when determining the support required during a period of suspension.

Where appropriate, arrangements will also be made to support the pupil's successful reintegration into school following a suspension. This may include a reintegration meeting with the pupil and parents, pastoral support, reasonable adjustments, behaviour targets or other appropriate measures.

## Review of a Decision

Parents will be informed in writing of a decision to require the removal of or permanently exclude a pupil, together with the reasons for the decision and the procedure available to request a review.

Any review will be conducted in accordance with the school's contractual arrangements with parents and the relevant school procedure. The person or panel conducting the review will consider whether the decision was fair and reasonable in the circumstances.

Details of the school's review procedure and applicable timescales will be provided to parents when they are notified of the decision.



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## Confidentiality

The school will handle information arising from behavioural investigations sensitively and will have regard to the privacy, safeguarding and welfare of all pupils involved. Information will be shared only where appropriate and in accordance with the school's safeguarding responsibilities, data protection obligations and the requirements of procedural fairness.

## Search, Screen and Mobile Phones

### Mobile Phones and Smart Technology

The school operates a mobile phone-free environment. Pupils must not use or have access to mobile phones or other smart technology with similar functionality during the school day, including lessons, transitions between lessons, breaktimes and lunchtime.

For the purposes of this policy, this includes mobile phones and other devices capable of sending or receiving messages or notifications or recording audio or video, including smart watches where they have similar functionality.

Where a pupil needs to bring a mobile phone to school for an exceptional reason, the phone must be switched off and stored in accordance with the school's arrangements. Pupils must not access or use the device during the school day unless an exception has been specifically agreed by the school.

Any exceptions will be considered on an individual basis and may include reasonable adjustments for a pupil with a disability or a specific medical or safeguarding need. Where access is permitted, the school will determine the purpose, time and location in which the device may be used.

The school will communicate its expectations regarding mobile phones and smart technology clearly to pupils, parents and staff. Pupils will be reminded of the policy, its purpose and the consequences and sanctions for breaching it at the start of each school year and again at appropriate intervals during the year.

### Confiscation and Sanctions

Where a pupil breaches the school's mobile phone policy, the school may confiscate the device as a proportionate disciplinary sanction. The length of time for which a device is confiscated will be determined by the school, taking into account the circumstances of the incident, the intended disciplinary outcome, the pupil's age and any relevant individual circumstances, including SEND.

Repeated or serious breaches may result in further sanctions in accordance with this policy.

Where the misuse of a mobile phone or other device raises a safeguarding concern, staff must follow the school's safeguarding procedures and report the concern to the DSL or Deputy DSL.



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**Searching Pupils and Possessions**

The Headteacher, or staff authorised by the Headteacher, may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item or an item which the school rules identify as an item that may be searched for.

The school identifies mobile phones and similar smart devices as items which may be searched for where there are reasonable grounds to suspect that a pupil is in possession of one in breach of the school's policy.

Searching will be carried out in accordance with the Department for Education's guidance on Searching, Screening and Confiscation in Schools and with due regard to the pupil's dignity, privacy, age, SEND and individual circumstances.

Where a search identifies material which may constitute a safeguarding concern, criminal offence or serious breach of school rules, the item or device may be retained and the matter referred to the DSL and/or the police where appropriate.

Staff must not search a pupil or their possessions beyond the powers available to them. Where there is uncertainty about how a search should be conducted, staff should seek advice from the Headteacher or a member of the Senior Leadership Team.

## SEND and Reasonable Adjustments

The school recognises that a pupil's behaviour may be linked to a Special Educational Need or Disability (SEND) and will take account of its duties under the Equality Act 2010 and, where applicable, the SEND Code of Practice.

When responding to behaviour, staff will consider whether:

- the behaviour may be linked to a known or unidentified SEND or disability;
- the pupil understood the rule or expectation and was able to regulate their behaviour at the time;
- reasonable adjustments are required to enable the pupil to meet the school's behaviour expectations;
- additional pastoral, educational or specialist support may be appropriate; and
- the proposed response or sanction is reasonable and proportionate in light of the pupil's individual circumstances.

Reasonable adjustments will be considered on an individual basis and may include adaptations to routines, communication, environment, support or the way in which a behaviour strategy or sanction is implemented. Reasonable adjustments do not mean that pupils with SEND are exempt from the school's behaviour expectations.



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Where there are concerns that a pupil's behaviour may be linked to an unidentified or unmet need, the school will consider whether further assessment or support is required and will involve the SENDCO, parents and other professionals where appropriate.

Where behaviour also raises a safeguarding concern, staff must report this to the DSL or Deputy DSL in accordance with the school's safeguarding procedures.

The school will keep reasonable adjustments under review to ensure that they remain appropriate and effective.

**Reasonable Force and Restrictive Interventions**

Staff may use reasonable force where necessary and lawful to prevent a pupil from committing a criminal offence, injuring themselves or others, damaging property or causing disorder among pupils. Any use of force must be necessary, reasonable and proportionate. Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required.

Wherever possible, staff should seek to prevent and de-escalate situations before restrictive intervention becomes necessary. In deciding whether an intervention is appropriate, staff will take account of the pupil's age, size, SEND, disability, medical needs, communication needs, vulnerabilities and individual circumstances, together with the potential impact on the pupil's welfare and dignity. Reasonable adjustments will be made where required.

Restrictive interventions must never be used as punishment.

Where a member of staff uses force in a significant incident, the incident must be recorded in writing as soon as practicable after the event and staff should endeavour to complete the record on the same day. The pupil's parent or carer must be informed as soon as practicable and the school should endeavour to do so on the same day, subject to the limited statutory exceptions where reporting to a parent would be likely to result in serious harm to the pupil.

Any incident involving seclusion or restraint, including restraint which does not involve direct physical contact, will also be recorded and reported to parents in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and current Department for Education guidance.

Following a significant incident, the school will consider the wellbeing and support needs of the pupil and staff involved, whether any injury requires medical attention, whether safeguarding action is necessary and whether any behaviour support plan, risk assessment or preventative strategy should be introduced or reviewed.

The school does not use seclusion as a disciplinary sanction. Where seclusion is used as a safety measure, it will only be used where necessary to protect others from harm, for the minimum period required, with the pupil appropriately supervised and permitted to leave as soon as the immediate risk has reduced.



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Safeguarding concerns arising from any use of force or restrictive intervention must be reported to the DSL or Deputy DSL.

For children within the EYFS, any physical intervention will additionally comply with the requirements of the current EYFS Statutory Framework for Group and School-Based Providers.

## Reporting and Monitoring

## We are a "Telling" School

Children are encouraged to tell a trusted adult immediately if they are being bullied, have experienced harmful behaviour or feel unsafe. Pupils are also encouraged to tell an adult if they are concerned about another child.

## Recording and Monitoring

All incidents of bullying, prejudice-based or discriminatory behaviour and serious misconduct are recorded on the school's central system (CPOMS). Safeguarding concerns are recorded and managed in accordance with the school's safeguarding procedures.

Records should contain sufficient factual information to identify the nature of the incident, the pupils involved, the action taken and any follow-up or support provided.

The Senior Leadership Team (SLT) monitors behaviour and bullying data termly to identify patterns or trends. This may include patterns relating to:

- individual pupils or groups of pupils;
- particular year groups;
- protected characteristics or prejudice-based behaviour;
- types of behaviour or bullying;
- particular locations, times or activities;
- repeated incidents or emerging patterns; and
- online behaviour.

Where patterns or concerns are identified, the school will take appropriate action. This may include additional pastoral support, preventative education, changes to supervision or school practice, work with parents, staff training or safeguarding intervention.

Where behaviour records indicate a safeguarding concern or an emerging pattern of concern, this will be shared with the DSL or Deputy DSL and managed in accordance with the school's safeguarding procedures.

The school will use information gathered through recording and monitoring to evaluate the effectiveness of its approach to behaviour and bullying and to inform future preventative work.



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## Safeguarding Referrals

Where behaviour, bullying or online activity raises a safeguarding concern, staff must report the concern to the DSL or Deputy DSL without delay and in accordance with the school's safeguarding procedures. Staff should not wait for behaviour to reach a particular threshold of seriousness before sharing a safeguarding concern.

This includes concerns relating to child-on-child abuse, sexual harassment or violence, harmful sexual behaviour, grooming, exploitation, self-generated intimate images, online abuse or other behaviour which may place a child at risk of harm.

The DSL will consider the needs and risks relating to all children involved and determine the appropriate response. This may include pastoral support, early help, safeguarding action, involvement of parents where appropriate or referral to Children's Social Care and/or the police.

Behaviour may be both a disciplinary matter and a safeguarding concern. The use of a disciplinary sanction does not replace the need to consider and respond to any underlying safeguarding concerns.

Where appropriate, the school will work with relevant external agencies and will record and manage safeguarding concerns in accordance with the school's Safeguarding Policy.

## Monitoring and Review

The Head Teacher and SLT will review this policy annually to ensure it remains effective and in line with the latest DfE guidance.

Internal use only:

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| **Last reviewed** | September 2026 |
| **Date for review** | September 2027 |



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