Behaviour Protocol

DANESHOLME ACADEMIES

TWO SCHOOLS, ONE COMMUNITY

Kindness, Respect, Achievement

BE KIND

BE READY

BE RESPECTFUL

REVIEW PROCESS	
Owner	Mrs Kendal Executive Principal
Reviewed	July 2026
Next review	September 2027

Introduction

At Danesholme Academies we want to support our pupils to grow into adults who are polite, respectful, grateful and who put others before themselves.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

Most importantly, we want to ensure we **praise and reward pupils who go over and above**, as Paul Dix emphasises in his book, 'When the Adults Change, Everything Changes.'

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Intents

Our very high expectations are underpinned by our academy values of:

Kindness. Ready. Respectful. (KRR)



In order to maintain and demonstrate our school values our behaviour links directly with them:

Be Kind, Be Ready, Be Respectful, (to Achieve) - KRR

Here are some examples of these three principles –

Be Kind	Be Respectful	Be Ready to Achieve
Say please and thank you Hold doors open for others Always talk and act kindly to others Say good morning / afternoon to adults – Great Greetings We support and help each other	Tidying up your own workspace and the classroom Accepting responsibility if you make a mistake and saying sorry We are responsible and look after our academy Wonderful Walking around the academy.	Sitting sensibly (STAR) Following routines and expectations Working hard on tasks given Taking an active part in lessons Being in the right place at the right time

Five Pillars of Practice

Here are the five pillars that underpin our practice during the delivery of the behaviour protocol:

1. Consistent, calm, adult behaviour
2. First attention for over and above conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-ups

'KRR' Routines and Expectations

We have high expectations at Danesholme Academies. Children know the expectations of behaviour through our shared **KRR routines** (see appendix I) Staff promote positive behaviour consistently. Reasonable adjustments are made for pupils who have additional needs. There is a shared responsibility of this. New pupils will be made aware of these in their inductions.

We have some key signals that are used in learning time, transitions and unstructured times:



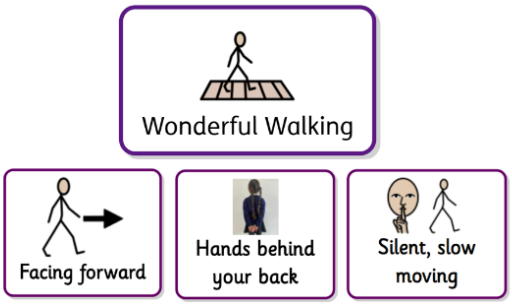
The adult holds their hand up to signal '**Team Stop'**. All pupils stop what they are doing and repeat the signal back in silence waiting for the next instruction.



After '**Team Stop'** has been used to gain the attention of the children, one finger is held up and pupils will stand up if they are seated. The second fingers will signal movement 2 where children will use **Wonderful Walking** to where they need to go and final three fingers will signal they need to sit at their final destination. All of this will take place in silence.

Moving around the academies

Legendary Line ups and **Wonderful Walking** around the school is key in order to keep everyone safe and not disrupt the learning of others. Other strategies can be found in appendix I.

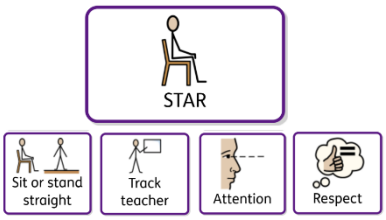


*Hands placed behind backs is a simple readiness strategy to help pupils prepare and get into the mindset to move around the academy in a safe, calm, and orderly manner. This is never something a child would be punished for if they choose not to do it.

In the classroom

Our high expectations ensure the classroom is calm and orderly with pupils making the expected choices. Any disruption to learning will not be tolerated.

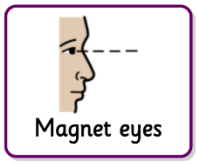
Know that we use **STAR** in the classrooms. This means that we ·



Sit or stand up straight
Track the teacher
Attention at all times
Respectful of others



Perfect Partners is accompanied by a hand stroke down the upper arm to show that children should be sitting side by side close to each other to conduct partner work.
Talk to your partner is signalled by holding out your hands and turning the palms towards your body. The children will now turn to face each other to complete a discussion task instructed by the adult.



Magnet eyes means the children will look at you are a certain place you have gestured for them to look at.

Respectful Relationships

We believe that a relationship should be at the heart of our behaviour curriculum. Mutual respect between pupils and staff is key, and we believe consistency is imperative to helping these relationships grow. Children need to feel safe and secure in their school environment and by building strong relationships, we can ensure that our pupils are in the best position to learn. We teach our pupils what a respectful relationship looks like in PSHE lessons and reiterate this in our everyday practice. When a relationship is damaged, it is important to repair it through a restorative process to ensure that all parties feel heard, have shared their experiences and have agreed upon a way forward. When this happens, we will make time for the pupil to be heard, listen to them and reach an understanding or find common ground to ensure that the relationship can move forward.

All adults who work at Danesholme Academies have a responsibility for behaviour. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, supply cover, volunteers and parent

helpers.

Children are more likely to behave well in their Academy when they know that their parents are involved with and supportive of what the academy is trying to do. We want the Academy and parents to work together to ensure consistent expectations.

Great Greeting: Preparing Children for a Successful Day

At Danesholme, every day begins with our Great Greeting, which is designed to ensure that every child feels welcomed, valued and ready to learn. As pupils arrive, they are personally greeted by their teacher, helping to establish positive relationships and creating an immediate sense of belonging within the classroom community.



As part of the greeting, pupils can choose from a menu of appropriate contingent touch and other positive interactions, enabling them to connect with trusted adults in a way that supports their emotional wellbeing and individual needs.
Following their arrival, pupils engage in silent reflective journalling, providing a calm opportunity to settle, regulate emotions and prepare mentally for the day ahead. This is followed by a mindful minute using deep breathing strategies to promote focus, self-regulation and emotional readiness for learning. Pupils then take part in positive affirmations, helping to build confidence, resilience and a positive mindset.

This carefully structured start to the day ensures that pupils feel safe, welcomed and connected to their school community. By promoting wellbeing, belonging and emotional regulation, the Great Greeting helps children to arrive in the right frame of mind, ready to engage successfully in learning. Where appropriate, this approach is adapted to meet individual pupil needs, ensuring that every child receives the support they need to thrive.

Shared language



The academy three values underpin everything we do: **Be Kind, Be Respectful** and **Be Ready**. (KRR) Through assemblies and class follow up tasks, these values are explored and develop pupils' personal traits, disposition and virtues that informs their motivation. This is complimented by the 'Power of Three, what do we see?' to guide their conduct and behave with integrity: these phrases are used by all members of staff across the academy.

Emotional Literacy

We place huge emphasis on the children understanding their emotions, developing confidence and how they can self-regulate effectively to prepare them for the future. We use PSHE lessons to support this and plan for more specialised sessions for individual classes when needed. It is also interwoven into all areas of our curriculum. Additionally, we run an ELSA programme which consists of planned sessions for pupils who require additional support to manage and understand their emotions.

Zones of regulation are used across the whole academy and our pupils are able to identify their current emotion by identifying the zones. We have identified 'calm corners' in the academies for children who may need to self-regulate.



Rewards and Consequences

Positive Rewards

At Danesholme Academies we want to reward all of our pupils who make good choices about their behaviour. We want to ensure that attention is placed on pupils who go over and above the expected expectations. In both academies we use:

- **Verbal praise**: 'I like the way…' or 'Thank you for…'
- **Dojo Points**: which are earned to spend in our reward shop
- **Dojo message to parents:** If a child has gone over and above expectations, then we like to share this with parents/carers at home so that we can all celebrate together.
- **Golden Ticket**: Visits to other members of staff, including SLT: by sharing successes with other staff members and senior leaders in school, we can build further positive relationships and ensure that children know that their efforts are appreciated outside of the classroom.
- **Class rewards:** to promote teamwork and working together as a class we will collect marbles in a jar. Each class will be can earn up to 3 rewards per year
- **Certificates, awards and trophies:** that contribute to the Celebration Assemblies on a Friday

We have our Reward shop. Every child earns Dojo points for the recognition of learning behaviours and going over and above. They are responsible for choosing when they want to spend them – so they can spend little and often or save up for a bigger reward.

Securing Consistent and Logical Consequences

We have consistent and logical consequences in place for unacceptable behaviour. **This should be addressed privately, not publicly**. The principles behind the consequences are that they should be:

- the minimum necessary
- immediate and short lived
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- involving parents when deemed appropriate.

We use the system: **remind or reteach the expectation**. The adult leading the activity will deliver this as it should be dealt with by them – most intervention will be corrected at step 1.

	Step	Actions
1	**Remind and/or reteach the expectation**	1. A non-verbal reminder given to the pupil of the KKR Rules and/or Routines. 2. A verbal reminder of our expectation, using explicit language, e.g., Thank you for wonderful walking. 3. **30 second script** to be used to reiterate our expectation: I've noticed you are… It was the expectation about X that you aren't meeting… Let's think of a better way (move to the back, catch up at playtime, speak to someone else etc.) Last week you were doing Y brilliantly. That's who I need to see today. Thank you for listening.

		Give reasonable adjustments of needed. Adult takes initiative to keep things at this stage.
2	**Caution**	Give a verbal caution delivered privately making pupil aware of their behaviour and clearly outline the consequences if they continue. Use the phrase, 'Think carefully about your next step'
3	**Last Chance**	Speak to pupil privately and give them final opportunity to engage. **Use 30 second script** Ask pupil. 'stay behind for two minutes after the lesson' This is owed time when the pupil gets to this step, it is not part of any negotiation. It cannot be removed, reduced or substituted.
4	**Time Out**	Pupil is given time out to at an appropriate place OR to see a phase lead. This is where they can regulate themselves to get back in the **green zone** so they can look at the situation from a different perspective and compose themselves.
5	**Repair**	This might be a restorative quick chat at breaktime or it could be a more formal meeting if required delivered by the adult leading these steps. See appendix II for the structure of the restorative discussion.

Logical consequences are the consequences for unexpected behaviour choices at the Danesholme Academies. These structured responses to unexpected behaviour helps teach responsibility. They are respectful, relevant, and realistic, aiming to guide children toward better choices. Examples include repairing damage, losing privileges, or practicing expected behaviour—fostering accountability while maintaining a supportive learning environment.

Time Out to Phase Leader

If a child gets to 'Action 4 – Time Out' and a spot in classroom or outside the door is not appropriate, they might be sent to their phase leader and this is how they will support:

1. If a pupil is sent to the phase lead, they do not discuss the behaviour. They should supervise them whilst they self-regulate to get themselves back to the **green zone** until the teacher has time to speak to them.
2. If the teacher has support from the phase lead, they will clarify the message together.

Time Out with the Leadership Team

If there is persistent or extreme behaviour, the Leadership Team, Pastoral Manager or Learning Mentors will deliver an intervention and/or consequence which is reasonable and proportionate in relation to the inappropriate behaviour or incident.

Restorative follow-up discussions will take place (appendix II). Parents will be informed and could be asked to join

Please note, these phases are not linear and any phase could be applied due to the individual incident it is addressing.

Suspensions and Exclusions

All Academy processes relating to exclusions are informed by Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - July 2022 ("DfE Guidance"). Further details can also be found in the Trust's policy on Pupil Behaviour and Exclusions.

For serious incidents of poor behaviour or persistent breaches of the GAT behaviour policy and Danesholme Academies behaviour protocol, the Executive Principal may resort to either a fixed term suspension or permanent exclusion, The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

In line with the DfE's SEND Code of Practice, where the academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan we will, in partnership with others (including the local authority as necessary), consider whether additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, we will consider requesting an early annual review or interim/emergency review.

If a decision is taken to exclude a pupil for a fixed term (suspension)

- the parent is contacted by the Executive Principal or Head of Academy as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents' right to make representations about the suspension or request a meeting of the Academy Advisory Council's Disciplinary Committee is highlighted as appropriate.
- The academy will inform the North Northamptonshire local authority that a suspension has been given. If the pupil has a social worker, or if the pupil is looked-after, without delay after the decision, we will also notify the social worker and/or Virtual School as per our mandatory duty (paragraph 51, page 19 of DfE Guidance — Suspension and Permanent Exclusion 2022)
- For the first five days of a suspension, the academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking a meeting will set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff during which reintegration plan will be drawn up and shared with all parties.

Following this meeting

- the pupil is reinstated
- the pupil may be placed on report or another appropriate temporary sanction or support
- behaviour support and 'reasonable adjustments' will be reviewed. This may include a referral to North Northamptonshire local authorities CARE referral for potential support.
- a record of the suspension and meeting is kept in the pupil's file

Recording behaviour

Serious incidents: bullying, vandalism, sexist, racist or homophobic abuse and serious physical violence must be recorded on the school's electronic system (CPOMS) and reported to the Senior Leadership Team. Parents must also be notified at this point.

Senior leaders systematically monitor behaviour data to identify patterns and trends, and use these insights to inform and adapt the curriculum.

Bullying

Bullying includes a range of abusive behaviour that is repeated intended to hurt someone either physically or emotionally.

Danesholme Academies has a separate policy statement about bullying which should be read alongside the Behaviour Policy.

Training is offered so that all staff are aware of what bullying may look like and it is addressed through the PSHE curriculum with pupils.

All incidents of bullying are treated seriously, are recorded on the school's electronic system (CPOMS) and involve the parents of the victim and perpetrator at the earliest opportunity.

Handling of pupils, the use of reasonable force and physical restraint:

There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples frorn the DfE guidance Use of reasonable force and other restrictive interventions guidance include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid

At Danesholme Academies, we prioritise de-escalation, early support, and positive behaviour approaches to deal with challenging behaviour and minimise the need for any restrictive physical interventions. On occasion it may be necessary to carry out a physical restraint. This is a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person. The use of restraint is always a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent for support.

Any member of school staff has a legal power to use reasonable force. The DfE Use of reasonable force in schools guidance (Jan 2025), describes these circumstances as to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

A small number of academy staff are trained in positive handling techniques including control and restraint.

- **Control** includes passive contact (e.g., standing between pupils) or guiding by the arm.
- **Restraint** involves holding back to prevent harm or e.g. to stop a fight.

The Academy will always communicate with parents any incidents involving the use of force (control or restraint) used.
The following details will be recorded as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate length of time the intervention was used
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, what type of reasonable force was applied, the degree of force, and details of physical injuries sustained, if applicable
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Any pupils displaying high levels of unsafe behaviours or those where it is identified that they might require physical intervention will have a Positive Behaviour Support Plan and Risk Assessment in place.

Exclusion from trips or visits outside the Academy buildings

On rare occasions, it may be necessary on safety grounds to provide alternative on-site education for some children.

Staff Training

Staff Training on behaviour is completed annually which include, but not limited to: Emotional Coaching, PACE Price Principles, Danesholme KRR Routine, etc. Regular updates are given throughout the year and new staff complete this during their induction.

PRICE training de-escalation techniques are delivered to all staff and a small member the team are trained to use physical intervention as a very last resort in line with the guidance in the GAT Behaviour and Exclusion policy and the PRICE principles.

From September 2026, the whole staff body are engaging in a two year program with the local authority on enhancing our academy's skills in trauma informed and relational approaches.

Relational approaches are effective for all children and of particular benefit for children with additional needs, particularly SEMH or communication needs; children who have experienced trauma; or children who have experienced adverse childhood experiences. Without support, this group are far more likely to have poor attainment or be excluded.

Child on child sexual violence sexual harassment

Following any reports of child-on-child sexual violence or sexual harassment offline or online, all staff should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). As per our Site Specific Safeguarding policy, the designated safeguarding lead or deputy DSLs should be informed without delay.

At Danesholme Academies, we are clear that in every aspect of our school culture that sexual violence and sexual harassment is not acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We expect all staff to challenge and report any inappropriate language and behaviour between pupils. Staff must ensure sexually abusive language or behaviour is not normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should demonstrate and model manners, courtesy and dignified/respectful relationships at all times. Pupils who do not adhere to these behaviour expectations will be sanctioned in line with the steps above.

Banned items

The following items may not be brought into the academy. The principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes, 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. Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent

Reviewing our Policy

This policy will be reviewed at least annually or before if there are any significant changes. This will be written by the Executive Principal and reviewed by the Education Director through the assurance visits.

The academy tracks behaviour data and meets regularly during the Safeguarding Meeting. We use data tracked to inform the reviewing of this policy to ensure it meets the needs of the current pupils on roll.

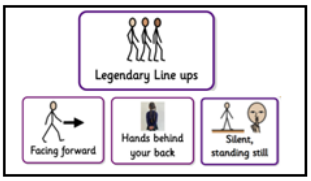
The Academy Learning Council gather pupil voice which is used for our policy to evolve.

This protocol should be read in conjunction with the GAT 'Pupil Behaviour and Exclusion Policy,' which can be found on the Greenwood Academies Trust Website:
https://www.greenwoodacademies.org/page/?title=Trust+Policies&pid=19

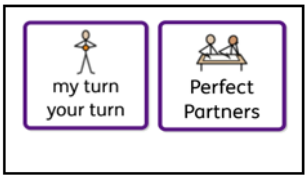
Appendix I – Visual prompts for pupils



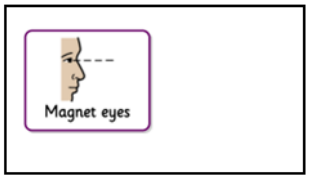
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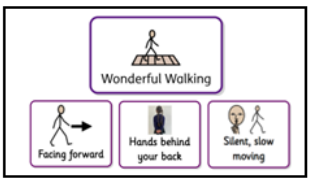
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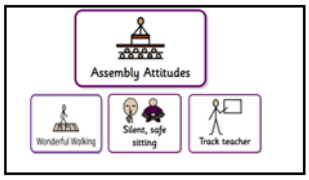
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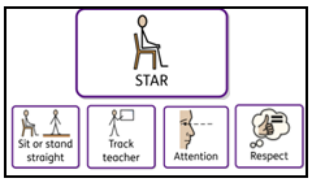
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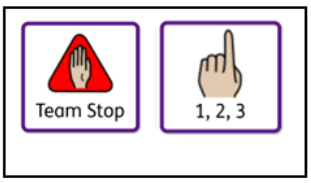
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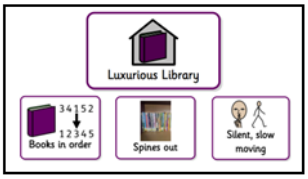
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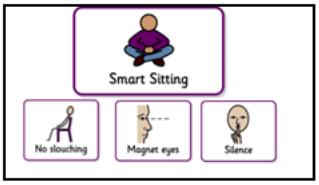
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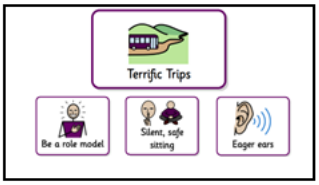
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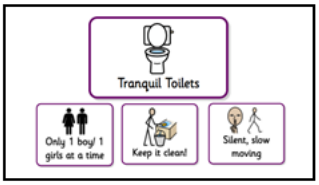
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Appendix II – Restorative conversations

When behaviour does not meet our expectations, our first response is to **remind or reteach the expectation**, rather than assume that the children should know better. Any consequences given must be predictable and logical so that the child can be sure that if the behaviour were to be repeated, the same consequence would be reached.

Consequences are delivered in the following order:

	Step	Actions
1	**Remind and/or reteach the expectation**	1. A non-verbal reminder given to the pupil of the KKR Rules and/or Routines. 2. A verbal reminder of our expectation, using explicit language, e.g., Thank you for wonderful walking. 3. **30 second script** to be used to reiterate our expectation: I've noticed you are… It was the expectation about X that you aren't meeting… Let's think of a better way (move to the back, catch up at playtime, speak to someone else etc.) Last week you were doing Y brilliantly. That's who I need to see today. Thank you for listening. Give reasonable adjustments of needed. Adult takes initiative to keep things at this stage.
2	**Caution**	Give a verbal caution delivered privately making pupil aware of their behaviour and clearly outline the consequences if they continue. Use the phrase, 'Think carefully about your next step'
3	**Last Chance**	Speak to pupil privately and give them final opportunity to engage. (30 second script) Ask pupil. 'stay behind for two minutes after the lesson' This is owed time when the pupil gets to this step, it is not part of any negotiation. It cannot be removed, reduced or substituted.
4	**Time Out**	Pupil is given time out to at an appropriate place OR to see a phase lead. This is where they can regulate themselves to get back in the **green zone** so they can look at the situation from a different perspective and compose themselves.
5	**Repair**	This might be a quick chat at breaktime or it could be a more formal meeting if required delivered by the adult leading these steps.

Logical consequences look different in different scenarios as they must be logical for the unique circumstances each action stems from. This means that the consequence can be tailored to the actions that led to it. These may include, but are not limited to, 'fixing' the issues caused by the behaviour, a loss of privilege or dojo points or time taken to reflect upon their actions. They will always be respectful, relevant and realistic.

Restorative Conversations Structures

When conducting restorative conversations with the children, we are not seeking to lay blame or determine the most suitable punishment. We are working together to understand what happened, who it affected and what can be done to move forward (Finnis, 2021).



Mark Finnis, Independent Thinking on Restorative Practice

Bubble 1 – What happened?

We start the conversation by ascertaining what happened, bearing in mind that there are three truths in a situation: my truth, their truth and the truth. The three key things to establish here are:

1. Behaviours – what happened?
2. Thoughts – what are your thoughts about what happened?
3. Feelings – what are your feelings about what happened?

It is important to consider feelings at this stage as it will help determine the solution focus

Bubble 2 - who has been affected by this?

This is where we can discuss the impact on the child and the people around them. This is where we explore the fact that actions have consequences, and sometimes these can be unintended.

Bubble 3 - what needs to happen now?

This is about exploring what must happen next for amends to be made. This may involve further conversations with other parties involved or a logical consequence for the child to do better next time. We want the children to be their best, and this part of the process enables us to reteach expectations. These actions should be decided upon and reviewed to ensure that the child has learnt from their mistakes and that it won't be repeated, much like an academic learning target.

At this point, an apology may not be the correct reparation. For an apology to be worthwhile, it needs to be meant, so it may be that the child needs further thinking time before this can be done. Instead, thinking 'How can I make this up to you?' teaches individual responsibility and gives the child the chance to repair the relationship.

Useful question prompts for each bubble:

What happened?	Who has been affected by this?	What needs to happen now?
What has brought us here today? Can you tell us more about the issues that have brought us here today? What happened next? And then? What were your thoughts at the time? Can you tell us more about X? What was happening before? What were you thinking? (not in a judgmental way!) What was in your head? How were you feeling? What do you think about it now? What else?	How have you been affected? Who else has been affected? Anyone else? How have others been affected? How do you feel now? Was anyone else involved? If there was, how were they left feeling? Can you tell us more about X? Has anyone else been affected by this? Anything else to add?	What do you need in order to move on from this? What else needs to happen? Can you tell us more about X? Do you agree with that? What would that look like? When will it be done? Are you OK with that? What will help you move on from this? How does that leave you feeling? What will it look like when it is done? What do you think about what has been suggested? If you can't do that, what can you do? Anything else to add?

By using these script structures, we can create predictability in how we resolve issues. Children know that the response to their behaviour will be the same, whoever they are speaking with, and that they will be treated in a calm, controlled manner.

Appendix III – Child on Child Abuse

Child -on-child abuse is defined as abuse between children. Danesholme Academies has a zero-tolerance approach to abuse, including child -on child abuse. Danesholme Academies will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment Child Abuse.

All staff will be aware that child -on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child -on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child -on child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child -on-child abuse. All staff will understand the importance of challenge inappropriate behaviour between child and will not tolerate abuse as "banter" or "part of growing up."

Child -on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between child s.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Up skirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

All staff will be clear as to the school's policy and procedures regarding child -on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.
All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their child s. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their child s. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or child s. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Danesholme Academies' Executive Principal and DSL will consider:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident.
- the ages of the children involved.
- the development stages of the children involved.
- any power imbalance between the children.
- is the incident a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, school, or college staff.
- contextual safeguarding issues.

Following a report of sexual violence, the designated safeguarding lead (or deputy) will make an immediate risk and needs assessment, considering:

- the victim.
- the alleged perpetrator.
- all other children (and if appropriate adult students and staff).