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Windrush Valley School

Policy Documents Annual Review Record

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Person responsible	Headteacher
Comments to	Headteacher
Last reviewed/updated	September 2026
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Person reviewing/updating	Full Governing Body and DSL.
Source/author	Lucy Maudsley
Implementation	Immediate and on-going
Approved by	T.Mullins – September 2026

Anti-Bullying Policy (including Child-on-child Abuse and Sexual Harassment and Sexual Violence)

Introduction

This policy applies to all children including those in the EYFS.

The policy has been written in response to the following updated guidance and reviews, and the listed documents have informed this policy:

- Keeping children safe in education 2026 (KCSIE 2026), effective from 1 September 2026
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE revised guidance for introduction 1 September 2026)
- Working together to safeguard children 2026: statutory guidance (DfE, March 2026)
- Preventing and tackling bullying (DfE, July 2017; current GOV.UK publication page reviewed July 2026)
  https://www.gov.uk/government/publications/preventing-bullying
- Teaching online safety in schools (DfE, 2023), which replaces the withdrawn 2014 cyberbullying advice for headteachers and school staff
  https://www.gov.uk/government/publications/teaching-online-safety-in-schools/teaching-online-safety-in-schools
- Equality Act 2010 and Equality Act 2010: advice for schools (DfE; current school-specific advice revised May 2014, GOV.UK page updated June 2018)
- Allergy safety in schools: statutory guidance (DfE, July 2026)

Statement of intent

At Windrush Valley School we strive to establish a community in which everyone feels valued and safe and where legitimate individual differences are respected, appreciated, understood and accepted. We expect our pupils to treat members of staff with courtesy and co-operation and all pupils should care for, and support one another.

Aims

We constantly work to prevent bullying, including child-on-child abuse, harmful sexual behaviour (HSB), sexual harassment and sexual violence. The School adopts a zero-tolerance approach to abuse and maintains an attitude of 'it could happen here'. The absence of reports does not mean abuse is not happening; it may be taking place but not being reported.

This policy aims to produce a consistent school response to any incidents that may occur. We aim to make all those connected with the School aware of our opposition to bullying and we make clear each person's responsibilities with regard to the eradication and management of such incidents in our School. Parents are expected to support the Headteacher in all attempts to eliminate bullying from our School.

Definition of Bullying

Bullying is a deliberate, hurtful action, usually repeated over time, but single incidents or actions will also be considered. It will involve one or more children intentionally hurting another pupil or group, either physically, verbally or emotionally (including cyberbullying). Bullying is unwanted behaviour that involves a real or perceived imbalance of power.

It is often motivated by prejudice against particular groups; for example, through acts of a racial, religious, cultural, sexual, sexist or homophobic nature; against those with special educational needs, disabilities, medical conditions or allergies; or because a child is adopted or a carer. It may occur directly or indirectly through cyber-technology, social media, mobile phones, messages, photographs or email.

The School recognises that children with special educational needs and disabilities (SEND) can be disproportionately impacted by incidents like bullying, without outwardly showing any signs. It recognises that communication barriers and difficulties need to be overcome in order to ensure the safety and welfare of such children.

The main acts of bullying are:

- Physical abuse (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumors, excluding someone from social groups)
- Cyber (social websites, mobile phones, text messages, photographs and email).
- Sexual harassment (inappropriate touching, sharing of nudes or sexual name calling)
- Allergy-related bullying, including teasing, exclusion, threats, deliberate or reckless exposure to a known allergen, touching a pupil or their belongings with an allergen, contaminating food or drink, hiding or interfering with medication, or threatening or attempting to force-feed a known allergen.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special

educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

These can be defined as:

Homophobic/Biphobic bullying: when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different. Find out more about Homophobic/Biphobic bullying from Bullying UK

Identity based bullying: children and young people are too often bullied in schools because of their (or family and friends') race, faith, gender, disability, sexual orientation or trans status, irrespective of whether those differences are real or perceived. All schools have to show due regard to the public sector equality duty (PSED) (Appendix 3). This means our school will actively consider this duty when reviewing evidence of bullying at school to ensure that efforts to prevent and tackle discriminatory bullying are targeted and effective. The PSED covers those with 'relevant protected characteristics': age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. Find out more about Identity based bullying from the Anti-bullying Alliance

Discrimination can come in one of the following forms:

- direct discrimination - treating someone with a protected characteristic less favourably than others;
- indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage;
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them;
- victimisation - treating someone unfairly because they've complained about discrimination or harassment.

Race and Faith targeted bullying: bullying that is perceived by the victim or any other person to be racist or bullying that targets a person's faith. All incidents of racist bullying constitute a racist incident. However not all racist incidents would constitute racist bullying. Find out more about Race and Faith targeted bullying at https://anti-bullyingalliance.org.uk

SEND bullying: disabled children, those with SEN, or students who have friends or family who are disabled or have special education needs, are more likely to experience bullying in school. Find out more about SEND bullying at https://anti-bullyingalliance.org.uk

Allergy-related bullying

Allergy-related bullying is behaviour which targets a pupil because of an allergy, associated medical need or the safety arrangements required to manage it. It may include mocking the pupil, excluding them from meals or activities, deliberately using or displaying a known allergen to frighten them, threats to expose or force-feed them, contaminating food or possessions, or hiding, damaging or interfering with medication. A single deliberate incident may be treated as bullying and as a serious safety or safeguarding concern because exposure could cause severe harm or anaphylaxis.

Allergy-related bullying may also amount to disability-related harassment or discrimination where the allergy has a substantial and long-term adverse effect on normal day-to-day activities. The School will respond according to the individual circumstances and will not require a formal disability finding before acting to protect a pupil.

Sexual bullying: any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls – although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology. Find out more about Sexual bullying at https://www.beyondbullying.com/

Transphobic bullying: bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans, or because they have friends or family who are, but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. Find out more about Transphobic bullying at https://www.beyondbullying.com/

Hate crime: there is no legal definition of a hate crime. However, the police and the CPS have an agreed definition of hate crime as: any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.

Signs of Bullying

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of, or unwilling to come to school
- Changes their usual routine
- Becomes withdrawn, anxious or lacking in confidence

- Starts stammering
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Change in focus/attainment at school
- Has possessions that are damaged or 'go missing'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Becomes anxious about food, mealtimes, snacks, trips or activities involving a known allergen
- Reports that medication has been hidden, damaged, taken or interfered with
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

Definition of Child-on-child Abuse

- Child-on-child abuse (including harassment and violence) is a safeguarding issue for both the victim and the alleged perpetrator. It can happen inside or outside school and online, within intimate or non-intimate relationships, friendships and wider peer associations. It is preventable: staff must recognise behaviours and indicators of risk early, respond promptly and seek timely, evidence-based support where appropriate.
- Child-on-child abuse may include bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships; physical abuse; serious physical assault or harm, or threats of harm involving a weapon; HSB, sexual violence and sexual harassment, including misogyny or misandry; causing someone to engage in sexual activity without consent; upskirting; and initiation or hazing-type violence and rituals.

Online abuse may facilitate, threaten or encourage harm. It includes consensual and non-consensual making or sharing of nudes and semi-nudes, including images generated using artificial intelligence (AI), online sexual harassment, coercion, exploitation, grooming and threatening communications. Every incident involving nudes or semi-nudes requires a safeguarding response proportionate to the children's ages, development and circumstances, including any coercion, exploitation or vulnerability.

Harmful sexual behaviour (HSB), child-on-child sexual harassment and sexual violence
HSB, sexual harassment and sexual violence can occur between two or more children of any age and sex, from an individual or a group, online or face-to-face. HSB exists on a continuum and may escalate into sexual harassment or sexual violence. It must always

be considered in a child-protection context and is never acceptable. When assessing behaviour, staff will consider the children's ages, developmental stages, power imbalance and any coercion, exploitation or vulnerability. The Brook Traffic Light Tool may be used to support professional judgement.
In relation to any reports or disclosures of sexual violence and sexual harassment between children we will:
• apply a zero-tolerance approach: HSB, sexual harassment and sexual violence are never acceptable and will not be tolerated or dismissed as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys';
• challenge inappropriate and potentially criminal behaviours, including sexual comments or jokes, misogyny, grabbing intimate areas, pulling down trousers, flicking bras or lifting skirts, because tolerating them risks normalising abuse; and
• reassure every child who reports HSB, sexual harassment or sexual violence that they are being taken seriously, will be supported and will be kept safe.

Ultimately any decisions on how to proceed with an allegation of sexual violence and sexual harassment will be made on a case-by-case basis with the DSL (or deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the Police as required.
Some situations, however, are statutorily clear:
• 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;
• rape, assault by penetration and sexual assault are defined in law; and
• creating and sharing sexual photos and videos of under-18s is illegal (This includes children making and sharing sexual images and videos of themselves.

Contextual Safeguarding

Children's experiences of abuse and violence are rarely isolated events, and they can often be linked to other things that are happening in their lives and spaces in which they spend their time. Any response to bullying / child-on-child abuse therefore needs to consider the range of possible types of bullying / child-on-child abuse set out above and capture the full context of children's experiences. This can be done by adopting a 'contextual safeguarding' approach and by ensuring that our response to incidents of bullying (including child-on-child abuse and sexual harassment and sexual violence) takes in to account any potential complexity.
This Policy and procedures encapsulate a contextual safeguarding approach, which:
• is an approach to safeguarding children that recognises their experiences of significant harm in extra-familial contexts and seeks to include these contexts within prevention, identification, assessment and intervention safeguarding activities;

• recognises that as children enter adolescence, they spend increasing amounts of time outside of the home in public environments (including on the internet) within which they may experience abuse; and
• considers interventions to change the systems or social conditions of the environments in which abuse has occurred.

Preventative measures (including Cyberbullying)

Strategies used to prevent bullying include planned, age-appropriate education through PSHE and relationships education; the WINDRUSH360 reward system; a worry box or worry monster in each classroom; themed assemblies; Anti-Bullying Week; restorative practice where appropriate; and praise of positive behaviour.

Teaching from Nursery to Year 6 will help children understand kindness, friendship, respectful relationships, personal boundaries, respect for differences and safe behaviour online. Children will learn to recognise bullying, understand its impact and seek help from a trusted adult.

The School will encourage children and parents to report concerns. Reporting arrangements will be clearly explained, accessible and suited to children's ages, communication needs and SEND. Children will know that concerns will be taken seriously and that they will receive support.

The School will promote age-appropriate allergy awareness and make clear that allergies and emergency medication are never a subject for teasing, threats or practical jokes. Wider awareness activities concerning an individual pupil will be planned sensitively with the pupil and parents/carers so that the pupil is supported without being unnecessarily singled out. Staff will supervise known risk points, including mealtimes, snacks, food activities, celebrations, trips and changing areas.
The School uses CPOMS (Child Protection Online Management System) a communication system to alert all staff of any low-level emerging concerns or communications relating to all children, of which all staff should be aware. This is updated as and when relevant with staff being alerted on a need-to-know basis. CPOMS incidents are reviewed by the SLT on a weekly basis.

Responsibilities

The role of the Headteacher

The Headteacher sets a safeguarding culture of mutual support, respect and praise for success, helping to prevent bullying and child-on-child abuse. The Headteacher will ensure that all staff understand this policy, their role in preventing and responding to child-on-child abuse.

The Headteacher will ensure that allergy-related bullying is addressed jointly under this policy and the Allergy and Anaphylaxis Management Policy. The Designated Allergy Lead and DSL will be involved where an incident creates a medical, safeguarding or significant wellbeing risk.

The role of the teacher

Teachers support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Where an incident does occur, the class teacher or member of staff dealing with the incident will need to collect all the relevant information and record a detailed account, informing the Head at the first opportunity. Time is spent talking to the perpetrator(s): explaining why the action was wrong. We endeavor to help the child change their behaviour in future. Where appropriate, teachers may attend training, which enables them to become better equipped to deal with incidents of bullying and behaviour management.

All staff must treat the deliberate or suspected misuse of an allergen as an immediate safety matter. They must stop the behaviour, keep the affected pupil supervised, remove or isolate the suspected allergen where this can be done safely, follow the pupil's Allergy Action Plan or emergency procedure if exposure or symptoms are suspected, and summon appropriate medical assistance. The incident must then be reported promptly to the Headteacher, Designated Allergy Lead and DSL and recorded on CPOMS.

The role of parents

Parents have a responsibility to support the School's Anti-Bullying Policy and to actively encourage their child to be a positive member of the School. Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator; either in or out of school, are encouraged to contact their child's class teacher immediately.

Procedures for Dealing with reported Bullying (including child-on-child abuse and sexual harassment and sexual violence)

Where an incident is reported to school staff, it should be investigated and acted on. The following steps must be taken when dealing with any incident:

If bullying or child-on-child abuse is suspected, reported or observed—whether on-site, off-site or online—the member of staff must respond immediately, safeguard the child and report the concern to the Headteacher and the DSL (or a deputy). Staff must remain alert to times and places where children may be at heightened risk, including immediately after school.

Allergy-related incident: immediate safety response

Where allergy-related bullying involves actual or suspected contact with an allergen, interference with medication, a threat of exposure or possible symptoms, staff will prioritise the pupil's immediate physical safety before beginning the bullying

investigation. The pupil must not be left alone. Staff will follow the current Allergy Action Plan and the School's emergency response, administer adrenaline without delay where anaphylaxis is suspected, and call 999. The Headteacher, Designated Allergy Lead, DSL and parents/carers will be informed. The event will be considered for recording and review as an allergy-related serious incident or near miss as well as a bullying incident.

1. In line with Keeping Children Safe in Education and the school's Positive Handling Policy, if there is a circumstance when it is appropriate for staff to use reasonable force to safeguard young people (reasonable force) may be needed to control or restrain a student. With regards to this policy this may be in order to break up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm.
2. Information will be handled carefully and shared only with those who need it to safeguard the children and manage the incident. Staff will not promise confidentiality and will explain this to the child. The terms 'victim' and 'alleged perpetrator' are used in line with KCSIE, while recognising that some children may not identify with these terms.
3. Listen. Allow the 'victim' the opportunity to tell their story. Remain calm and objective and do not display shock at what they are telling you.
4. The Head must be informed immediately either in person/via email/telephone.
5. The person dealing with the incident will collect the relevant information and record a detailed account on CPOMS. The DSL will ensure that the decision, action taken and rationale are recorded.

For HSB, sexual harassment or sexual violence, the DSL (or deputy) will lead an immediate, proportionate risk and needs assessment covering the victim, the alleged perpetrator and any other children who may be affected. It will be kept under review and inform safety planning, support, education and any disciplinary response. The School will not wait for the conclusion of a children's social care or police process before taking steps needed to safeguard children.

6. The Head will speak to all the students involved separately, gain a statement of facts from each of them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the students to tell you what happened.
7. When investigating an incident, do not interrupt the student. At the end of the statement if it is necessary to gain clarity, ask open questions, 'where, when, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?) Avoid asking 'why' as often the reason won't be known but it also can be seen as apportioning blame. Instead, use the phrase 'what was the reason for…?'.
8. Staff need to consider:

a. What was the explanation by all students involved?
b. Can each of the students give the same explanation of the incident and also what is the effect on the students involved?
c. Is the version of one student different from another and why?
d. What is each of the student's own understanding of what occurred?
e. Do the students know/understand what they are doing?
f. Is the student's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
g. Is the behaviour deliberate and contrived?
h. Does the student have an understanding, of the impact of their behaviour on the other person?
i. Did the behaviour involve a known or suspected allergen, food, medication or emergency device, and did it create an actual or potential risk of physical harm?
j. Was the pupil targeted because of their allergy, medical condition, dietary arrangements or need to carry medication?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from the DSL.

All of the collated information MUST then be passed to the Headteacher who can then make an informed decision moving forward. The Head for their part undertakes to make decisions in respect of sanctions fairly, and, where appropriate, after due investigative action has taken place (such investigation to be carried out by the Head or their nominee). Any findings of fact will be made on the basis of the balance of probabilities.

9. Never leave students to 'work things out for themselves'.
10. Parents or carers will normally be informed and involved unless this would place a child at additional risk. The School will keep relevant parties appropriately informed, taking account of the victim's wishes, safeguarding requirements, confidentiality and any advice from children's social care or the police. Relevant staff will monitor the situation.
11. Sanctions will be used as appropriate and in consultation with all parties concerned. It is important that the student responsible for initiating the bullying is dealt with appropriately. **(See Appendix 1 for sanctions)**

Allegations against a member of staff will be dealt with through the school's Allegation Management Policy.

12. The school will endeavour to respond through restorative practice in order to resolve issues between students. This means that those who have been harmed are able to

convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Each incident will be individually reviewed to ascertain the nature of the bullying and if prejudice-related bullying is apparent then the implementation of a tailored programme may be required, to develop greater understanding, for the perpetrator.

13. The school may also refer any child involved for further pastoral support, to focus on aspects of behaviour or self-esteem.
14. Following an incident, the victim, alleged perpetrator and any other affected children will receive appropriate, continuing support. Child-on-child abuse is a safeguarding issue for both the victim and alleged perpetrator; support for one child will not be at the expense of safeguarding another. Plans will address safety, education, wellbeing, possible retaliation and any later distress or remorse. Relevant information will be shared with staff on a need-to-know basis, and the appropriate phase lead or Headteacher will liaise with the victim to ensure they feel safe and supported.

Following an allergy-related incident, the affected pupil and parents/carers will be invited to contribute to the review. The School will consider whether the pupil's IHP, risk assessment, supervision, catering controls, peer awareness or other arrangements require revision. Appropriate reassurance and pastoral support will be offered, recognising that threats involving allergens can cause significant and lasting anxiety even where no exposure occurred.

15. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' then this incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should report directly to the DSL in person who will report their concerns to the local authority children's social care and work with them to take appropriate action.
16. External support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a student engaging in bullying.
17. Although bullying in itself is not a specific criminal offence in the UK, gov.uk sets out bullying incidents that should, where discovered, be reported to the police because they are illegal. These may include:
    - sexual violence/harassment
    - violence or assault;
    - theft;
    - repeated harassment; intimidation; or communications, e.g. name calling, threats and abusive phone calls, emails or text messages under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986;
    - hate crimes.

18. The SLT has the additional responsibility to monitor incidents on CPOMS and look for patterns of behaviour that need addressing. The outcome will be fed into the PSHE and assembly program if necessary, and if required, amendments made to the supervision of pupils.
19. There will be a weekly analysis of incidents taken from CPOMS and interventions carried out, in order to continually improve practice which will be shared with the Governing Body.

For further information

- Online safety – DfE Teaching online safety in schools (2023)
- Bullying- Preventing and Tackling Bullying DFE 2017
- https://www.beyondbullying.com/
- https://anti-bullyingalliance.org.uk
- Appendix 3; The Equality Duty

Monitoring

The Headteacher and DSL monitor CPOMS weekly and analyse information with regard to gender, age, SEND, medical condition or allergy, ethnic background and other relevant characteristics of pupils involved in bullying incidents. Allergy-related incidents and patterns will also be shared with the Designated Allergy Lead so that preventative arrangements, IHPs, risk assessments, training and the Allergy and Anaphylaxis Management Policy can be reviewed. The Proprietor monitors the effectiveness of this policy annually.

Lucy Maudsley
Headteacher
September 2026

APPENDIX 1

Ladder of Sanctions – Bullying / Child-on-child Abuse / Sexual Harassment & Sexual Violence

At all points on the ladder, due consideration will be given to teaching the perpetrator why their behaviour was wrong alongside the sanction. Punishment alone will not be enough to prevent recurring bullying.

ALL incidents of bullying must be reported on CPOMS.

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LEVEL 1	CONSEQUENCE	ACTION
➢ Single act or isolated incident of bullying where there is an imbalance of power between perpetrator and victim	Time out and (discretionary) communication with parents	Time Out of lunchtime playtime. Informal communication with parents.
LEVEL 2	**CONSEQUENCE**	**ACTION**
➢ Single act or isolated incident of bullying [where there is an imbalance of power between perpetrator and victim] is repeated by the same perpetrator but the victims are different.	Removal of privilege or free time and an Official Warning to parents	Headteacher will speak to the child. Parents will be called to meet with the class teacher and/or Headteacher to discuss next steps. Next steps will be in-school detention at a set time involving restorative activities (minimum of 2 lunchtime plays) AND/OR Inclusion on school trips, extra-curricular activities and representing the school at event, will be restricted.
LEVEL 3	**CONSEQUENCE**	**ACTION**
➢ Continued Level 2 incidents. ➢ Sexual Harrassment or Sexual Violence. ➢ Racist or homophobic incident ➢ Physical violence towards others, including adults ➢ Biting or hurting others with an object. ➢ Incident that endangers self or others. ➢ Aggressive threats of violence towards a child or adult. ➢ Verbal abuse. ➢ Any other incident that affects the 9 protected characteristics of race, disability, gender, age, religion/belief, sexual orientation, gender reassignment, pregnancy or maternity. ➢ Deliberate or reckless exposure of another person to a known allergen; contaminating food or drink; interfering with allergy medication; or a credible threat or attempt to force-feed an allergen, where the behaviour creates an actual or potential risk of harm.	Headteacher's detention AND On a behaviour report	Parents will always be called in for all Level 3 incidents to the Headteacher. Parents informed of detention with the Headteacher involving restorative activities. AND Exclusion from school trips, and/or extra-curricular activities and/or representing the school at events (To be decided by the HT as appropriate). AND/OR A referral to the police or children's social care.
LEVEL 4	**CONSEQUENCE**	**SANCTION**

➢ Repeated incidents whilst on a Behaviour Report	Personal Behaviour Plan	Headteacher to meet with Head of Pastoral care and Parents. PBP will be drawn up together with pupil.
LEVEL 5		
➢ Repeated incidents whilst on a Behaviour Plan ➢	Suspension or permanent exclusion	To be decided by the HT

APPENDIX 3

Equality Act 2010 duties

The equality duty was developed in order to harmonise the equality duties and to extend it across the protected characteristics. It consists of a general equality duty, supported by specific duties which are imposed by secondary legislation. In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are sometimes referred to as the three aims or arms of the general equality duty. The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first aim of the duty applies to this characteristic but that the other aims (advancing equality and fostering good relations) do not apply.

Purpose of the duty

The broad purpose of the equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities. If you do not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect. This can contribute to greater inequality and poor outcomes. The general equality duty therefore requires organisations to consider how they could positively contribute to the advancement of equality and good relations. It requires equality considerations to be reflected into the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

Compliance with the general equality duty is a legal obligation, but it also makes good business sense. An organisation that is able to provide services to meet the diverse needs of its users should find that it carries out its core business more efficiently. A workforce that has a supportive working environment is more productive. Many organisations have also found it beneficial to draw on a broader range of talent and to better represent the community that they serve. It should also result in better informed decision-making and policy development. Overall, it can lead to services that are more appropriate to the user, and services that are more effective and cost-effective. This can lead to increased satisfaction with public services.