The Hawkswood Group

Harmful, Abusive and Harmful Sexual Behaviour Policy

Approved by the Management Committee
Hawkswood Group

Date of Next Review: October 2023
Ratified: October 2022

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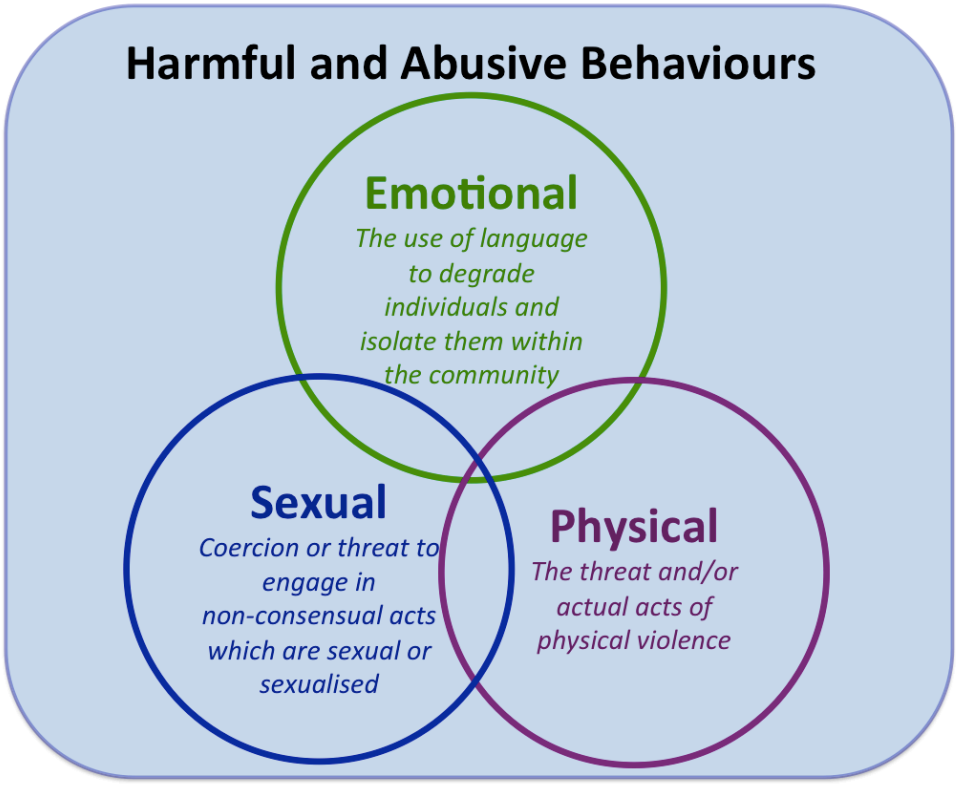
Principles and Practice
In the Hawkswood Group we support the UN Convention on the Rights of the Child. We believe that every student has the right to feel safe and know they are cared for within our school community. Every student has the right to be valued as an individual and respected for their given and chosen identities.
This policy sets out to define what we consider to be Harmful and Abusive Behaviours and Harmful Sexual Behaviours (HSB), their impacts on individuals and the community, as well as the modes by which it may be perpetrated. The policy also identifies how we endeavour to respond to both the needs of victims and perpetrators of Harmful and Abusive Behaviours

This policy should be read in conjunction with The Hawkswood Group Safeguarding and Child Protection policy, Acceptable ICT use policy, , DfE guidance Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018) and Keeping Children Safe in Education part 1 and Annex A (2020).

Historically some 'lower-level' harmful and abusive behaviour has been categorised as 'Bullying'. This is an unhelpful label, because as it minimises the nature and impact of some behaviours it inadvertently engenders a culture of acceptance. As well as harm to individuals abusive behaviours perpetrate significant harm in the communities which host them. When any incident of harmful and abusive behaviour goes unchallenged or unseen it sends a message about the unequal value afforded some members of the community. This creates a culture which enables further harmful and abusive behaviour.

Harmful and abusive behaviours may be perpetrated in a number of forms which are not mutually exclusive. All forms of harmful and abusive behaviour maybe be perpetrated in person or online.



What are Harmful and Abusive Behaviours?
Behaviours are **harmful** when they have a detrimental impact upon the physical safety or mental well-being of an individual. Emotional impacts are very significant given the very strong correlation between the debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviours to students' well-being and outcomes requires them to be viewed within the school safeguarding structures. As such every member of staff who suspects that an incidence of harmful and abusive behaviour has taken place has a duty to report it to their line manager and where appropriate refer it to their Designated Safeguarding Lead.

Behaviours are **abusive** when they are perpetrated by a person[s] who is able to exert power and control over an individual. These are non-consensual experiences involving acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority. This enables the behaviour to continue. The root of this actual or perceived power is primarily grounded in discriminatory and prejudicial views which purport to justify abusive actions. This may relate to; **misogyny, homophobia, racism, disability, gender identity and body image**.

Child on Child abuse is severe and adverse effects on children's emotional development. Where necessary and in cases of **peer on peer abuse,** working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) and the Harmful Sexual Behaviour Team as appropriate.

Please see our Safeguarding and Child Protection policy for more information on child on child abuse.

This is how we will respond to Harmful and Abusive Behaviour:

In the Hawkswood Group we consider it essential to respond to both the perpetrator and the victim in cases of harmful and abusive behaviour. As well as addressing individual incidents there is whole school community responsibility to challenge all forms of discrimination and prejudice in equal measure. This affords protection to all and removes platforms for power and control which some might seek to exploit.

Possible Responses to the Perpetrator

Sanctions – Employ clearly identified sanctions in accordance with our behaviour policy to publicly acknowledge acts of H&AB as unacceptable and demonstrate that they will not be tolerated within the community. Share concerns and sanctions with parents and carers
Interventions - Referral of perpetrators to appropriate interventions which will assess the risk posed by individuals, educate them as to the harm they have caused and reframe the abusive nature of their relationships with peers.
Legal implications - Acts of H&AB may be referred to our Safer Schools Officer where they break the law either by virtue of the harm they have caused or the discrimination or prejudice they reflect.
Restorative justice meeting - with the victim to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

Possible Support for the Victim
Safeguarding - Concerns about the physical or emotional wellbeing of a student following an incident of Harmful and Abusive Behaviour must be reported to your Hawkswood Safeguarding Leads **and logged on Safeguard** https://app.safeguard.software/ as per policy
Support - Discussion with parents, Class Teacher / Form Tutor and our Safer Schools Officer to

determine further actions, including advice about recording further incidents of online abuse
Mentoring referral – A mentoring referral may be made where appropriate to provide structured peer or adult support within the school community
Restorative justice meeting - with the perpetrator to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

Although some of these responses are managed by specific staff, we would expect every member of staff to be able to identify incidents harmful and abusive behaviour. Where appropriate it is essential that all staff can help students to recognise the harm the have cause and understand how the have participated in an abusive activity.

The Hawkswood Group Community:

- Monitors and reviews our harmful and Abusive Behaviour policy and practice on a regular basis
- Supports staff to promote positive relationships, to help prevent bullying
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate
- Views **all behaviour as communication** and tries to get to the root of the communication and its meaning so that we can try to help individuals and prevent further harm

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility for student wellbeing
- School Governors to take a lead role in monitoring and reviewing this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly, and to ensure pupils understand the policy and its purpose
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy

What is Harmful Sexual Behaviour (HSB)?

Harmful Sexual Behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviour, which can be displayed towards younger and older children, peers and adults. It is harmful to the children who display it as well as the people subjected to it.

Harmful sexual behaviour can include young people using sexually explicit words or phrases, inappropriate touching, using sexual violence or threats, penetrative sex with other children/young people. Children and young people can be exposed to harmful sexual behaviour both in person and online.

Technology Assisted Harmful Sexual Behaviour?

Technology assisted HSB is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones and tablets.

This might include:

- viewing pornography (including extreme pornography or viewing indecent images and videos of children)
- sexting
- revenge porn

The role of professionals in recognising HSB

Children and young people demonstrate a range of sexual behaviours as they grow up and those behaviours are not always harmful. Sexualised behaviour sits on a continuum of 5 stages:

- appropriate: the type of sexual behaviour that is considered 'appropriate' for a particular child depends on their age and level of development
- inappropriate: this may be displayed in isolated incidents, but is generally consensual and acceptable within a peer group
- problematic: this may be socially unexpected, developmentally unusual, and impulsive, but have no element of victimisation
- abusive: this often involves manipulation, coercion, or lack of consent
- violent: this is very intrusive and may have an element of sadism

In assessing such distinction the Brook Sexual Behaviours Traffic Light Tool offers guidance about age-appropriate behaviour. The following diagram is part of a screenshot from the Brooks Traffic Light Tool, and shows behaviours for a young person aged 13- 17years old that fall within Green, Amber and Red categories:

Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability, young people must be 16 years of age
- choosing not to be sexually active

Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people,
- having more or less money than usual, going missing

- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily functioning
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a significant difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

Social Services should refer to NSPCC.Org.Uk/HSBHealth 'Responding to children who display sexualised behaviour', https://learning.nspcc.org.uk/health-safeguarding-child-protection

Risk Factors

'Peer relationships are increasingly influential during adolescence, setting social norms which inform young people's experiences, behaviours and choices and determine peer status.

These relationships are, in turn, shaped by, and shape, the school, neighbourhood and online contexts in which they develop. So if young people socialise in safe and protective schools and community settings they will be supported to form safe and protective peer relationships. However, if they form friendships in contexts characterised by violence and/or harmful attitudes these relationships too may be anti-social, unsafe or promote problematic social norms as a means of navigating, or surviving in, those spaces' (Contextual Safeguarding Briefing, Carlene Firmann, 2017).

Young people's peer groups, communities and social media activity are either key risk factors or key protective factors. For example, if a young person socialises with peers who have a positive influence on their thinking and behaviours, this will more than likely protect them within their communities and neighbourhoods. Likewise, if young people socialise with peers who are themselves involved in risky activities such as substance misuse, gangs or exploitative relationships, this too may impact on the young person's safety and wellbeing in the community and their neighbourhoods.

Children and young people can develop harmful sexual behaviours because of trauma or abuse. They may have experienced;

- Physical abuse
- Emotional abuse
- Sexual abuse
- Severe neglect
- Parental rejection

- Family breakdown
- Domestic abuse
- Parental substance misuse

It is important to remember that being abused does not mean that children or young people will go on to abuse others.

Key risk factors and vulnerabilities of young people who sexually abuse others are that they may;

- have poor self-regulation and coping skills
- experience social anxiety and a sense of social inadequacy
- have poorly internalised rules for social behaviour
- possess a poorly developed or primitive sense of morality
- lack secure and confident attachments to others
- exercise limited self-control, and act out their emotional experiences through negative or otherwise inappropriate behaviour
- have little insight into the feelings and needs of others and, indeed, their own emotions
- place their own needs and feelings ahead of the needs and feelings of others
- exhibit a poorly defined sense of personal boundaries
- have developed strong and not easily corrected cognitive distortions about others, themselves, and the world they share
- struggle to interact socially or have issues with social competence.

Staff must remember this is not an exhaustive list. Staff must remain alert to possible signs of sexual abuse, violence, harassment or harmful behaviours by pupils in school.

This is how we will respond to Harmful Sexual Behaviour:
Assessment of Risk and Need

Individual multi-professional assessments should be carried out in relation to both the victim and the child who engages in harmful sexual behaviour.

Hackett's (2010) continuum of children and young people's sexual behaviours is a useful tool for initial determination of where a referred behaviour falls within this continuum. Normal and Inappropriate HSB normally require either no intervention or a short piece of educative work as do the lower level problematic behaviours.

High level problematic behaviours, and abusive and violent conduct all usually require a full assessment and intervention which can be provided, where appropriate, by Waltham Forest HSB service.

Hackett's (2010) continuum of children and young people's sexual behaviours

Assessment of risk in line with the 'Hackett Continuum in relation to normal, inappropriate, problematic or harmful/abusive sexual behaviour

- Identify the child's needs
- Take into account age and stage of development
- Assessment of child's environment and familial circumstances

The AIM 3 Assessment is designed to assist practitioners in Understanding Harmful Sexual Behaviour through a trauma informed lens.

The Principles from the AIM 3 assessment are as follows:-

- Seek to understand the HSB within the context of the wider functioning /experiences of the young person
- Analyse the profile of the young person considering all their life domains
- Gain a profile of the young person to identify the specific areas for safety planning and intervention
- Review the AIM3 profile after intervention to assess progress and continue to target specific areas through bespoke , individualised interventions
- The overarching approach should be gender neutral and able to be used with race / culture allowing for unique considerations within items

Following multi-disciplinary assessment, consideration should be given to threshold for convening an Initial Child Protection Case Conference (Child Protection Case Conference Section 2).

The Child Protection Case Conference in addition should address the following:

- The nature and extent of the harmful sexual behaviour (expert professional judgement may be required).
- The child's level of understanding and acceptance of the abuse.
- The need to complete a risk analysis in relation to the child and his family.

- The need to consider the broader risk in relation to public safety.
- The parent's/carer's attitude and level of understanding in relation to the abuse and their capacity and ability to protect against it.
- The child's need for services and support to address any offending behaviour and consideration as to who is best placed to provide these.

When the threshold of significant harm is not met, the needs of the child must be considered through the multi-disciplinary family support and reviewed regularly. When the child who has been involved in harmful sexual behaviour can no longer live at home, the multi-disciplinary team, in consultation with the family and other relevant agencies, should consider arrangements for care, accommodation, education and supervision.

Roles and Responsibilities

All staff must:

- read and follow The Hawskwood Group Safeguarding and Child Protection policy, response to HSB follows the flowchart for Safeguarding Pupils.
- challenge any discriminatory language or inappropriate behaviour. Staff have a duty to ensure that the school environment is one which is safe and which supports pupil's to understand safe relationships, grooming, sex and consent
- adhere to the ICT acceptable use policy including web filtering
- reported immediately to the Designated Safeguarding Lead, if there are concerns regarding the safety of the websites that pupils have accessed, the Designated Safeguarding Lead must inform the parents/carer immediately and follow the local authority referral procedures.
- report any concerns regarding harmful sexual behaviour, sexual violence or sexual harassment to the Designated safeguarding Lead immediately and document this on Safeguard.
- ensure that their response to sexual violence, harassment or harmful behaviours between children of the same sex is equally robust as it is for sexual violence and sexual harassment between children of the opposite sex
- ensure concerns relating to online grooming must be immediately documented on Safeguard and reported to the Designated Safeguarding Lead

Pupils with Special Educational Needs and Disabilities are three times more likely to be abused. Staff must be vigilant in monitoring those pupils who are more vulnerable. Any concerns must be reported immediately to the Designated Safeguarding Lead and documented on Safeguard.

If there are immediate concerns for the pupils' safety, staff must immediately report their concerns to the Designated Safeguarding Lead. The police must be notified if there are immediate concerns for a pupil's safety or wellbeing because of sexual violence, harassment or harmful behaviour. The Designated Safeguarding Lead must ensure that all safeguarding concerns have been referred to the local authority in line with the local child protection procedures

DSL's

Designated Safeguarding Leads must be familiar with DfE guidance Sexual Violence and Sexual Harassment between children in Schools and Colleges (May 2018). They must ensure that staff understand how to report a concern regarding harmful sexual behaviour, sexual violence or harassment.

The Head Teacher and Designated Safeguarding Lead must consider the pupil cohort within their school, including the gender and age range of pupils. Consideration must be given as to whether additional support for children with protected characteristics (who are potentially at greater risk) is appropriate. Evidence shows that girls are more likely to be subject to sexual violence and sexual

harassment than boys, and that boys are more likely to perpetrate such violence and harassment. The Head Teacher and Designated Safeguarding Lead must ensure that they and the staff take effective actions to develop healthy and respectful relationships between boys and girls including through Relationship and Sex Education and Personal Social Health and Economic education

The Head Teacher must ensure that a preventative approach is taken and that all pupils are educated around the risks associated with grooming, online safety, safe/healthy relationships, and sex education including what consent means.

Phones and internet use can be a key risk factor relating to sexual harassment and harmful sexual behaviours. If there are known risks relating to harmful sexual behaviours, wherever possible staff must supervise internet use. There must be procedures in place for pupil's use of mobile phones in school.

Local Procedures

Designated Safeguarding Leads must be familiar with the local referral procedures for safeguarding and child protection concerns. They must also be familiar with local responses to sexual violence and harassment and these must shape their own responses. Designated Safeguarding Leads must ensure that staff are aware and understand the local processes and that they are familiar with local support services.

What to do if you have concerns

The Designated Safeguarding Lead must inform the Waltham Forest Harmful Sexual Behaviour Lead.

Email: Tracey Goddard – tracey.goddard@walthamforest.gov.uk
Phone: 07974 768 433

It is recommended as best practice that all steps are taken to convene a multi-agency professionals meeting to review any potential risks and agree actions to be taken to safeguard the young person/young people. The Designated Safeguarding Lead is responsible for this.

What to do if a young person discloses harm

If a pupil discloses that they have been harmed by another pupil, it is likely that this will be very traumatic for them. Staff must be aware of the potential impact that this could have on pupil's mental health and emotional wellbeing. Safety measures must be put in to support the pupil. If concerns are raised by a third party, consideration must be given as to the reasons the pupil has not felt able to disclose themselves.

Staff must listen, ask open questions, write as much detail down as possible, and never promise to keep things secret. It is important that staff are open and honest with the pupil, sensitive and show them unconditional positive regard. It is likely that the pupil will need reassurance that they are safe and that they are not to blame. Staff must document all information onto Sleuth.

After a pupil has disclosed, staff must immediately report the information to the Designated Safeguarding Lead who will then support the staff member to report the information to the police and LA.

Staff must ensure that the language they use is not 'victim-blaming'. Staff must show young people that they are non-judgmental and that they have not caused a problem by disclosing. Wherever possible, support should be provided so as the victim can continue with their daily routine within school.

Where the report includes an online element, Designated Safeguarding Leads must ensure that they are aware of searching screening, and confiscation advice (for schools and colleges) as well as KCCIS advice www.gov.uk/government/groups/uk-councilfor-child-internet-safety-ukccis.

The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

Designated Safeguarding Leads must ensure that staff known and understand the local authority procedures for safeguarding young people against abuse. Information can be lawfully shared even if the pupil states that they do not want the information to be shared.

The Designated Safeguarding Lead must carefully balance the wishes of the victim alongside their duty to safeguard others. This situation must be handled as carefully and sensitively as possible.

If a pupil alleges that they have **been raped, assaulted by penetration or sexually assaulted, these must be reported to the police and Social Care immediately**. The pupils parents/carers should normally be informed unless there is a risk of greater harm to the pupil.

It may be necessary of The Designated Safeguarding to work with the Waltham Forest HSB Lead to complete a risk assessment immediately after disclosures of sexual violence, harassment or harmful behaviours have been shared. The risk assessment must be completed as soon as practicable and saved in the child's file on the school system. The risk assessment must be shared with the police, local authority and Head Teacher.

The Designated Safeguarding Lead and Head Teacher must take into account the proximity of the alleged perpetrator and victim after reports of rape and assault by penetration because of the distress that this can cause the victim. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college, where appropriate. These actions should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

The Designated Safeguarding Lead is responsible for ensuring that the victim is offered appropriate support throughout the investigation and Court process. The Designated Safeguarding Lead is the lead professional who must liaise with social care and the police throughout the investigation. All communications must be documented.

If an allegation cannot be substantiated during an investigation or within Court, this does not necessarily mean that it was unfounded. The Designated safeguarding Lead must discuss any decisions with the victim and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Response to the alleged perpetrator

Any allegation will be traumatic for the alleged perpetrator. Alleged perpetrators may require specialist support and must be provided with the resources to be able to access specialist support services.

The Designated Safeguarding Lead must ensure that the alleged perpetrators age and understanding is taken into account, as well as trying to understand the reasons why the alleged perpetrator may have harmed a peer. A risk assessment must be completed immediately which

should balance the proportionality of the allegation alongside the needs of the victim and the alleged perpetrators right to continue to be educated.
It is good practice for Designated Safeguarding Leads to meet with alleged perpetrators parents/carers to discuss what measures will be put into place to support their child. The Designated Safeguarding Lead must be led by the police regarding what information can be shared with the alleged perpetrator and their family.

If the alleged perpetrator moves schools, the Designated Safeguarding Lead must ensure that all safeguarding information is shared in advance with the new school.

The Designated Safeguarding Lead must liaise with the police and Social Care should they wish to take disciplinary action prior to the conclusion of a police/Social Care investigation. Other professionals investigating an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a penalty accordingly.

Staff must be alert to possible bullying of the alleged perpetrator either within school or via social media. Arrangements must be made to safeguard them. Staff must promote a culture where bullying is not tolerated.

Child Sexual Exploitation (CSE) and the link with (HSB)

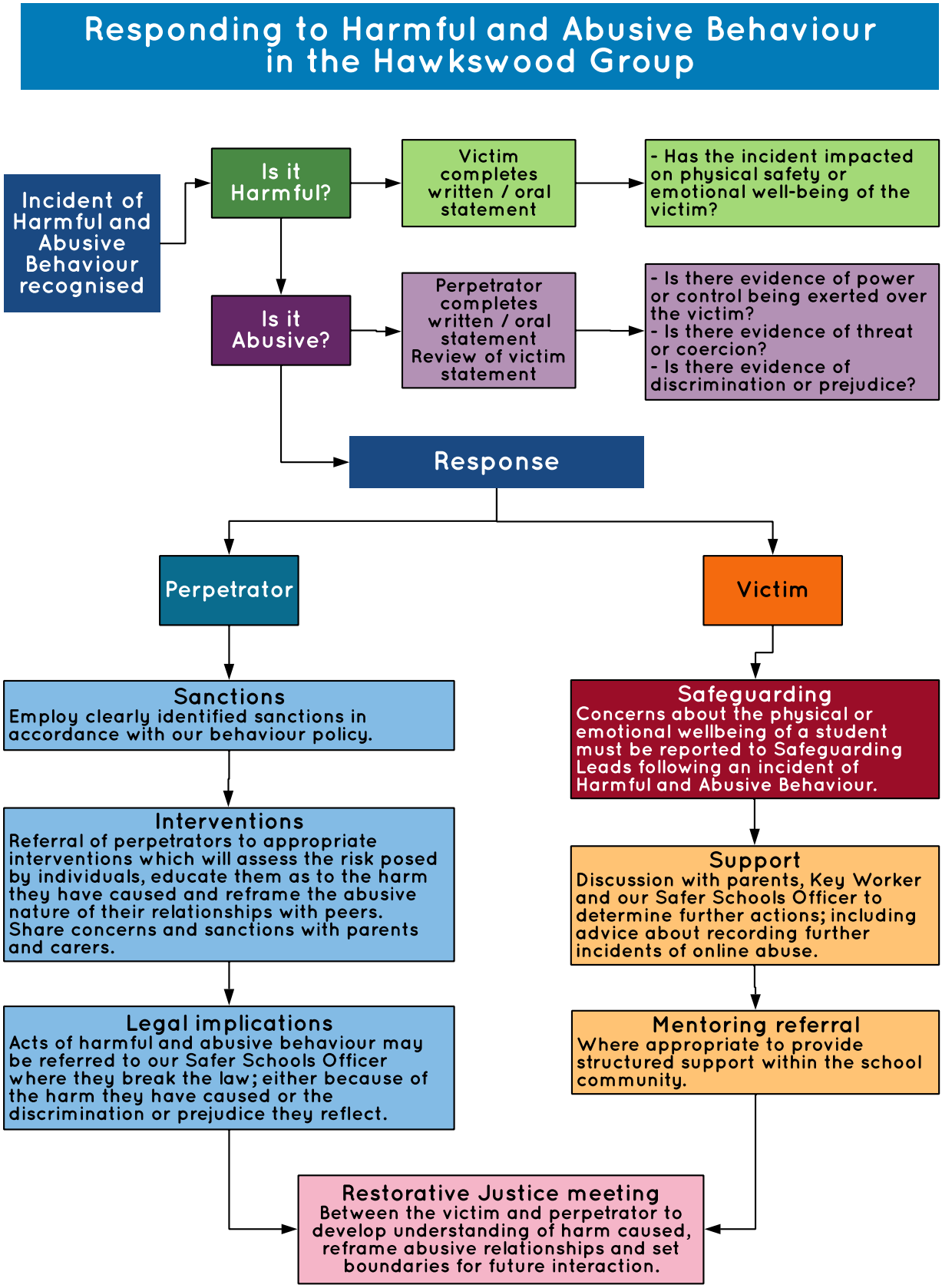
CSE and HSB are seen as separate yet interlinked phenomena, with some distinct elements but the potential for overlap. CSE is more likely to be represented by sexual violence towards teenagers, often in a relational context, and frequently where young people are sexually exploited by either individuals or group offenders (adults or juveniles). HSB is envisaged as abuse that more often involves young people harming younger pre-pubescent victims of all genders in family or community contexts. Young people who sexually abuse other young people within the context of relationships, often described as 'child-on-child' abuse (Firmin, 2015), fit the definitions of both HSB as sexual behaviour which victimises others and CSE as exploitative, exchange based abuse. Hackett et al (2016) therefore argue that it is appropriate to view HSB and CSE as distinct but overlapping forms of sexual abuse, as both share the elements of coercion, misuse of power, violence and lack of consent and choice.

Record Keeping

Accurate, clear and timely record keeping is important to evidence the proper consideration of all decisions. It is therefore imperative that a full record is made of all discussions, actions and decisions taken.

The flow diagrams below offer a guide to staff responding to an incident of harmful or abusive or harmful sexual behaviour:

Appendix 1 – Responding to Harmful and Abusive behaviour



Appendix 2 – Responding to On-Line Harmful and Abusive behaviour

Responding to Online Harmful and Abusive Behaviour

Guidance for Students and Parents

If you or your child receives a harmful and abusive online message or posting:

1. Do NOT Respond

Your response will be viewed as retaliatory and provocative. This will complicate any subsequent investigation.

Your response gives the abuse credibility. You are being controlled by the person who posted or sent a harmful message.

2. Take screen shots or recordings of any harmful messages you receive.

3. Bring these images or recordings to your Headteacher immediately.

Response to Online Abuse

When you bring us evidence or reports of Harmful and Abusive online messages we will:

1. Review the message or images and take a statement from you.

2. Isolate the students involved and take statements from them.

3. Identify and Record where harmful and abusive behaviour has been perpetrated.

4. Put in place appropriate sanctions for the perpetrators.

Loss of Social Time, Internal or External Exclusions

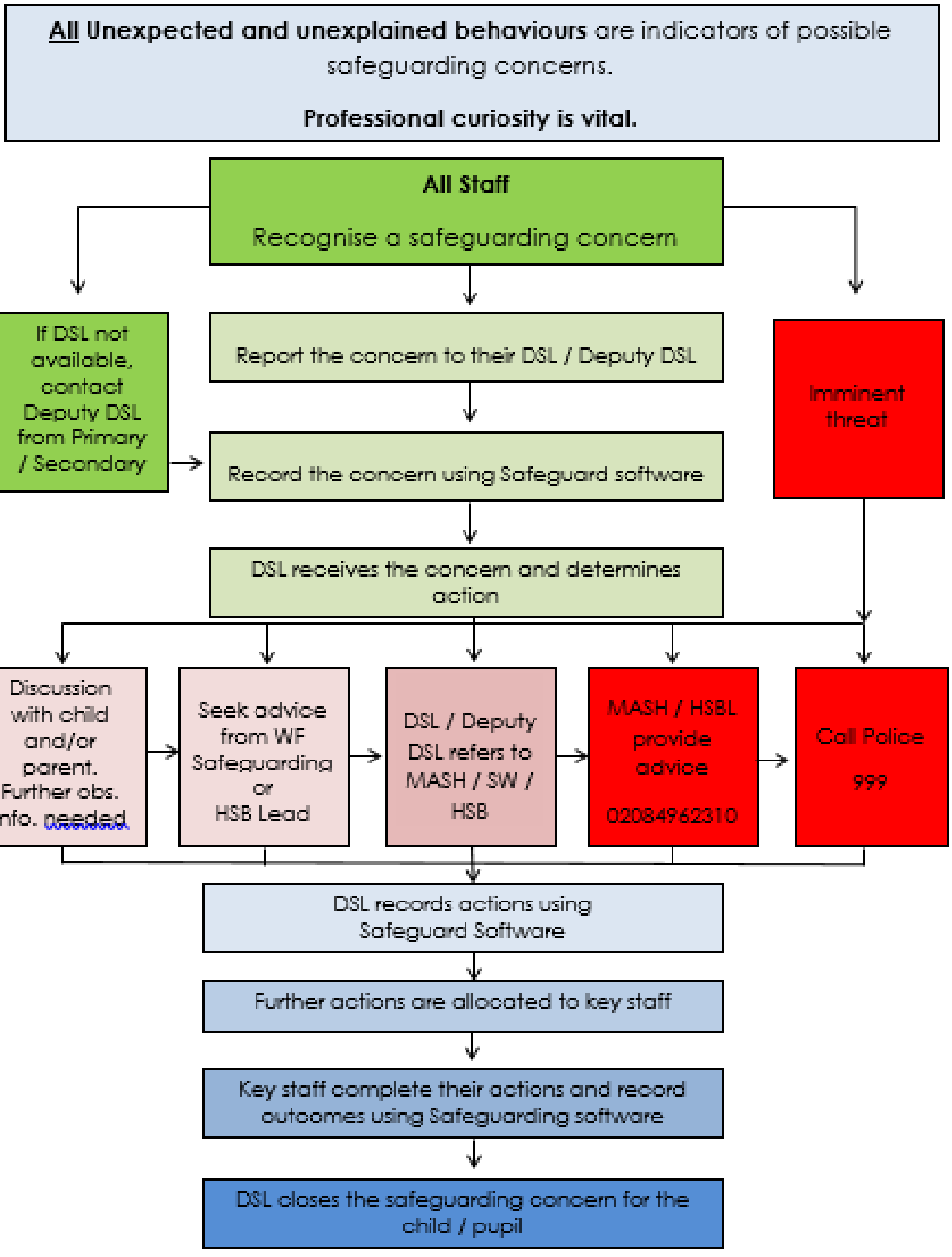
5. Have our School Police Officer Review the evidence.
[where appropriate they will interview the students involved]

6. Arrange for a Restorative meeting to take place.
This will enable the students to agree behaviour contracts.

Appendix 2 – Responding to Safeguarding Concerns (including HSB)

The Hawkswood Group

Safeguarding Process (including safeguarding HSB)



Appendix 4 – Restorative Meeting Practice

Restoring Harmony where Harmful and Abusive Behaviours have occurred

Restorative Meeting Aims:

- Open the opportunity for all involved to speak freely and to be heard, in a safe environment
- To recognise where/how behaviour has been harmful or abusive, and the effects of this type of behaviour on all involved
- To mend/repair the harm caused to one or both parties
- To offer closure to all effected/involved
- To restore harmonious relationships/environments, enabling all parties to move forward in a positive way

Restorative Meeting Questions:

What happened?
How was the incident/behaviour harmful or abusive?
Ensuring all parties understand the harm caused

Who has been affected? How?
Understanding and taking responsibility for the ripple effect of behaviours

How do you feel now on reflection?
Perpetrator-Sense of empathy/remorse
Victim-Sense of completion/listened to/have they made their peace?

What can you do to restore/repair the harmony?
Apology/Reasons - "the why?"
Future scenarios – Contract between students

Restorative Meeting Contract:
Avoiding Harmful or Abusive Behaviours in future
Verbal/written contract agreed by all parties
Determine boundaries
Avoid abusive actions to co-exist in a harmonious environment.

Appendix 1: Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools
- **Note:** Schools should ensure they access the Childnet Cyberbullying guidance

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- ELOP: youth@elop.org

Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk

- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Harmful Sexual Behaviour (HSB) Lead for the Local Authority:

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Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying