Behaviour Policy

The Sheriff Partnership

Home of Coventry and Central Warwickshire Teaching School Hub

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Reviewed by	N Dandy/A Evans/SLT
Approving committee	Discussed at Pastoral Committee/Approved by Headteacher
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Other related policies	Mobile device Policy Drug education and drug related Incidences Policy Computers acceptable ICT use Policy E-safety Policy Alcohol Policy Code of conduct – school trips Anti Bullying (Students) Policy Searching Students and Restraint by Staff Policy Homework Policy

1 Introduction

The overarching aim of our approach to behaviour is to establish positive relationships that enable all staff and students to work together. This is rooted in an approach that encourages respect, trust and kindness by all members of the school community.

Rewards recognise and reinforce the behaviours that are desirable. Where standards fall below what is expected sanctions are not there to simply punish but to help re-establish expected behaviours.

We foster an atmosphere in which students develop fully as individuals and reach their academic potential; however, we recognise that there will be occasions when behaviour falls below the high level we are trying to achieve. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential

The Trust will not be successful if it works in isolation. We must maintain strong links with the parents /carers of our students. The support of parent/carers for any sanction which may be implemented for unacceptable behaviour is crucial. All staff, and in particular form tutors, have a responsibility on a day-to-day basis for the overall wellbeing and safety of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other. This facilitates a culture in which students are able to report concerns or incidents of unacceptable behaviour. Changes in pastoral staff responsible for any student will be kept, where possible, to a minimum.

1.1 **Safeguarding and Behaviour**

The Trust recognises that behaviour and safeguarding are intrinsically linked. Behaviour that causes concern may be an indicator that a student is experiencing abuse, neglect, exploitation, emotional distress, mental health difficulties or other safeguarding concerns.

All staff should consider whether inappropriate behaviour may be a safeguarding concern and should report concerns in accordance with the Trust Safeguarding and Child Protection Policy. The Trust adopts a trauma-informed and safeguarding-led approach to behaviour management.

Whilst sanctions may be necessary, staff should also seek to understand the reasons behind difficult or challenging behaviour and provide appropriate support.

The Trust recognises its duties under Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and the Equality Act 2010.

2 Role of the Trust Board and Headteacher

a. Role of Trustees

The Headteacher has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The trustees support the Headteacher in adhering to the policy.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Headteacher may seek advice from the trustees about particular disciplinary issues.

The Trust Board will review behaviour data, suspensions, internal suspensions, exclusions, attendance and safeguarding trends to ensure that policies are implemented fairly and consistently.

The Trust Board will monitor the impact of behaviour practices on vulnerable groups including pupils with SEND, looked after children, previously looked after children, children with a social worker, young carers and pupils with medical conditions.

b. Role of Adults in the School (paid and voluntary)

All staff must model the types of behaviour outlined by the school's Code of Conduct policy and must ensure that the Behaviour Policy is followed consistently and fairly.

3 Behaviour Principles

a. Students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This will be shown by high standards of behaviour, effort, punctuality, classwork, homework, organisation, attendance and uniform. All students must demonstrate mutual respect and tolerance for everyone within the school community, paying particular regard to the protected characteristics set out in the Equality Act 2010.Where a student's behaviour does meet with expectations, this should receive a positive comment.

b. The Trust emphasises the benefits for the whole school that result from appropriate standards of behaviour. This approach also gives students a greater responsibility in creating and maintaining such an environment for the benefit of their own learning.

c. The Trust will make reasonable adjustments for students with disabilities and SEND in accordance with the Equality Act 2010. Behavioural expectations will remain high for all students, whilst recognising individual needs, vulnerabilities and support requirements. Behaviour sanctions will always be applied proportionately, reasonably and fairly. Relevant contextual safeguarding information will always be considered before sanctions are imposed. [assets.pub...ice.gov.uk],

4 School Expectations

a. Respect for oneself

This is shown by a positive and active involvement in classwork and school life. Inside the classroom all those present should promote the learning process.

If this does not happen:

Lapses may be referred to the relevant Subject Leader, the Form Tutor, Head of House (and possibly the Head of Year) and finally to a member of the Senior Leadership Team. Parents/guardians may be informed.

b. Respect for others and their culture / beliefs

All members of the school community should be treated equally and with respect. This is shown by our actions and the way that we speak to each other by being courteous, showing tolerance of different cultures and beliefs, and being well-mannered, showing regard for the feelings and safety of others. Child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, misogyny, racism, sexism, homophobic abuse, biphobic abuse, transphobic abuse, disability discrimination, faith-based discrimination, prejudice and hate incidents will not be tolerated.

Such incidents will be addressed in line with the Trust's safeguarding procedures and may result in sanctions, referrals to external agencies or the police where appropriate. Students affected by these behaviours will receive appropriate support.

If this does not happen:

i. incidents will be treated seriously and investigated, with all directly involved being asked to provide their perspective in writing
ii. appropriate support will be offered to all parties, and sanctions will be applied as appropriate.
iii. attempts will be made to settle disputes in a reasonable way
iv. both sides in a dispute may be brought together under supervision to see whether working relationships can be restored through reconciliation

c. Respect for the environment

Not dropping litter and refraining from writing graffiti on walls and furniture or any damage caused by discarded chewing gum will help maintain a pleasant working environment.

The Trust, another person and one's own property should be used responsibly. Any theft or damage should be reported to the nearest member of staff.

Display work around the school should be respected.

Bags should not be left lying around where others may trip over them. Bags and coats should be carried in a sensible way so that they do not damage paintwork or present a danger to other people.

If this does not happen:

Everyone has a less pleasant environment in which to study and work. Incidents of deliberate damage will be investigated thoroughly. Any student found wilfully damaging the environment would be expected to put right the damage which has occurred and be subject to a significant sanction.

d. **Incidences off-site**

If a negative behaviour incident occurs off-site, or online, but has a direct impact on the welfare or activities of students in school, the Trust may investigate and issue sanctions if appropriate. The Trust reserves the right to use its professional discretion when deciding whether an off-site incident is investigated or not.

If a drug related incident occurs off-site but has a direct impact on the welfare or activities of students in school, the Trust may investigate and issue sanctions if appropriate. The Trust reserves the right to use its professional discretion when deciding whether an off-site incident is investigated or not.

5 Online Behaviour and Generative Artificial Intelligence

The Trust reserves the right to investigate behaviour occurring online where that behaviour affects members of the school community or brings the Trust into disrepute.

This includes:

- cyberbullying
- harassment
- sharing inappropriate content
- misuse of mobile phones
- misuse of social media
- creation or sharing of AI-generated content
- deepfake or manipulated images
- sharing sexually explicit material
- online abuse directed at staff or students

Behaviour involving generative artificial intelligence will be investigated where it affects safeguarding, academic integrity, staff welfare or student wellbeing.

Online behaviour incidents may be dealt with under both this Behaviour Policy and the Safeguarding Policy.

6 Banned items

The following items are explicitly banned from the school site:

- knives or weapons*
- any substance or equipment used for smoking – this includes e-cigarettes and disposable vapes*
- energy drinks
- alcohol*
- drugs that are not medicinal*
- fireworks*
- stolen items*
- pornographic images*
- indecent images of children*
- laser pens
- offensive or extremist materials
- any item that presents a safeguarding risk to members of the school community.

This is not an exhaustive list. Students and parents should check with the school if an item will be considered ill-advised/unacceptable in a school environment.

The Trust reserves the right to search, screen and confiscate prohibited items in accordance with current DfE Searching, Screening and Confiscation Guidance. [assets.pub...ice.gov.uk]

Use of mobile phones, smart watches or other mobile smart devices

- Mobile phones/smart watches or other mobile smart devices must not be used by students in Years 7-11 during the school day (8:45am – 3:30pm). They must be secured in bags and not in trouser or blazer pockets. There are no exceptions to this.
- Sixth Form students can use their mobile phone/mobile devices n the Sixth Form Centre common room only. There are no exceptions to this.
- If a student is found using a mobile phone, smart watches or other mobile smart devices they it will be confiscated overnight in the first instance in line with the school behaviour policy. If a phone needed to be confiscated a second time the period of time will increase and parents may be asked to come into school and collect the phone.
- Any student in school, or involved in school activities, using a mobile phone to upload/share inappropriate material, will be subject to significant disciplinary sanctions.

6 Conduct

We expect students to behave at all times with courtesy and consideration to others for example:

i. showing mutual respect and tolerance to all; irrespective of faith, culture / race, gender, disability or sexual orientation. Name calling, swearing or bullying will not be tolerated
ii. entering and leave the classroom appropriately, under the supervision of a teacher
iii. coming to lessons equipped and prepared to work
iv. arriving on time to registration and lessons
v. following instructions from staff quickly and politely
vi. being in correct uniform and smart throughout the day
vii. treating the environment with respect, disposing of litter appropriately
viii. consuming food and drink only in designated areas
ix. not tampering with, or causing damage to, school or other pupils' property

Please refer to the mobile phone policy for use of electronic devices.

7 Reporting a behaviour concern

Students may report concerns about behaviour, bullying, discrimination, online abuse, sexual harassment, safeguarding concerns or any behaviour that makes them feel unsafe.

Concerns will be taken seriously, investigated promptly and recorded in accordance with Trust safeguarding procedures

8 Attitude to learning

a. Homework

All homework must be completed by the due deadline. Students are encouraged to plan out their homework and coursework. They will feel under enormous pressure in Years 10-13 if they are trying to catch up on coursework that should have been done earlier. The school does provide advice on study skills to help in this respect.
Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

i. Parents/carers should inform the class teacher via email if homework has not been completed with an explanation for this.

ii. the teacher should be told before the lesson

iii. the teacher should record that homework was not handed in by either flagging it or logging it as a strike on Edulink

iv. the teacher may give the student further opportunity to submit the work or keep the student in detention at break or lunchtime to complete it

If there are serious lapses in a student's record for completing homework, the matter will be referred to the relevant Subject Leader or Form Tutor (and then to the Head of Year). The student could be placed on a Homework Report which will be monitored by the tutor and parent.

b. Learning behaviours

Students should make every effort to complete work to the best of their ability and staff look to reward students who demonstrate a positive attitude towards their learning using merits.

If a student does not work to the best of their ability:

i. teachers will do their best to encourage students to do better

ii. students will be asked to re-do work that is of a poor standard

iii. students may be put on a daily report

iv. students may be given a mentor to work with

v. students may be given a detention during which they can re-do the work correctly

If the student's attitude continues to be of concern they will be referred to the relevant Subject Leader, Head of Year, Head of House, or Form Tutor.

Parents/carers will be informed and possibly invited in to discuss the students' progress.

c. **Lesson preparation and organisation**

Timetables should be checked at night to see which lessons take place the following day. The necessary equipment and books should be put in the student's bag for the next morning.

Students should be ready and prepared to work from the moment they enter the classroom or teaching area.

9 Attendance and punctuality

Good attendance and punctuality are essential for good learning. They are also essential skills for later life. The school is required by law to keep a record of student attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. See the school's Attendance Policy for information about the processes and procedures of attendance.

For planned absences all students are expected to proactively find out what work will be missed and make every effort to complete the work before returning to school. If a student is off school due to illness but is able to complete work they should contact their teachers via email or google classroom and complete what work they can.

If unable to work during the absence, on return to school, it is the student's responsibility to seek advice on completing any work missed.

If a student is late to class, he/she must catch up on work missed. The subject teacher may give a break or lunchtime detention in order to ensure that this is done.

Serious lapses in punctuality may lead pastoral staff to decide that a lunchtime or after-school detention is warranted. Parents/guardians will, in most cases, be given twenty-four hours' notice of any after-school detention. However, in some circumstances a student may be kept in on the same day and the school will endeavour to inform parents if this is the case.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. In most cases, unless there are extenuating circumstances, these will be an unauthorised absence.

The Trust recognises that persistent absence and severe absence can be indicators of safeguarding concerns, including child criminal exploitation, child sexual exploitation, mental health difficulties, abuse or neglect. Staff will consider whether a safeguarding response is required in addition to attendance interventions

10 Uniform and appearance

All students are expected to wear correct school uniform, (referred to as dress code in the Sixth form) as it plays an important part in establishing a community spirit and also encourages students to take a personal pride in their own appearance. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual, the family and the school itself.

An inappropriate appearance will not be permitted, and the Headteacher reserves the right to decide the suitability of appearance and clothing for school wear, especially as fashions are constantly changing and particularly in response to any particular cultural/medical requirements.

Students must not wear trainers, or hooded sweatshirts to school, however they are permitted to wear a plain navy v-neck jumper under their blazer, along with a plain coloured coat for extra warmth.

Tie: Each boy will wear his House tie:

Caldecott – purple
Kent – yellow
Simpson – green
Tait – maroon
Wheeler – blue

Shoes: Black. Not boots/trainers

Shirts and Collars: White

Jumper: Navy blue V neck. Please note – this is intended to supplement the school blazer, it is not intended to be a replacement for it.

Blazer: Standard type, navy blue (not black) and single breasted, with badge.

Trousers: Black or dark grey trousers

Pupils should wear a smart, plain coloured outdoor coat; denim jackets or ***hoodies are not allowed***. If a student wishes to wear something warm then they must wear a navy V-neck jumper under their blazer. We cannot accept responsibility for leather coats, jackets or other expensive fashion items.

Long hair should be tied back when in practical settings such as laboratories and workshops. Extremes of hair styles, shaved heads or patterns shaved into extremely short hair are not acceptable.

The authorised School fitter is: Webb Ellis Clothing, 5-6 St Mathew's Street, Rugby, CV21 3BY - (01788) 567777 (Daywear)

For Year 12-13 please consult the 6th form dress code available on the school's website and in the policy folder on the school's Y drive.

11 Rewards and Sanctions

a. Rewards

The Trust seeks to recognise positive behaviour, character development, leadership, resilience, kindness, attendance, contribution to the community and demonstration of the Trust values.

Rewards should be applied fairly and consistently across all year groups. Behaviour and achievement data will be monitored to ensure equality and inclusion.

Praise and appreciation should be expressed to give encouragement and positive reinforcement.

Our present rewards system includes:

i. verbal praise, either personal or public
ii. merits
iii. Sheriff Learner stickers
iii. letters/emails home for good progress shown
iv. positive comments in exercise books, and students' work
v. praise postcards
vi. recognition in awards ceremonies
vii. prefect status

Details of rewards can be found on Insight – this is a live system and is updated as rewards are entered.

Our system of rewards is always under review. Parents will be informed of any changes to the current system via 'The Weekly Word'.

b. **Sanctions**

i. **Flag System**

Staff may wish to alert other adults to a student who has a lapse of diligence without imposing a Strike which carries a negative behaviour point. The flag system on SIMS enables this to happen. Parents will see that a misdemeanour has been flagged.

ii. **Strike System**

If students in Years 7 – 11 do not meet our expectations within a lesson then the following system is used:

FIRST OCCASION:	receives a "strike".
SECOND OCCASION:	receives a second "strike".
THIRD OCCASION:	receives a third "strike" – internal suspension for rest of the session/lesson with Subject Leader/Head of Year/Head of House or other teacher with a suitable class. (Students may then be issued with a report card).

The strike system is also used to record instances of disruptive or inappropriate behaviour which occur outside of lesson times (e.g. lunchtime, break time or before /after school). This information is then used to monitor patterns of behaviour.

Arguing with a member of staff or another serious offence will always lead to an instant removal from lessons –the Subject Leader/Head of Year/ Head of House or SLT may assess the level of tariff.

Tutors regularly monitor flags, strikes and merits for their tutor group, and should discuss any strikes issued with their tutees. This will help to identify and rectify any issues before they become more serious.

iii. **Students receiving multiple strikes in a week**

If a student is receiving multiple work-related strikes (i.e. 5 or more strikes), the Head of Year will follow this up. A discussion will take place and appropriate sanctions and/or support will be put in place.

If a student is receiving multiple behaviour related strikes (i.e. 5 or more strikes) the Head of House will follow this up. Again, a discussion will take place and appropriate sanctions and/or support will be put in place.

iv. **Failure to follow our expectations for Years 12-13**

This will result in a meeting with a member of the Sixth Form team.

For serious matters a student will be referred immediately to the Head of Sixth Form. A Head of Year sanction may be given.

v. **Detention System**

a. **Departmental Action**

The teacher will put in place an appropriate sanction that they will oversee if work has not been completed.

Subject leaders may become involved in the process as necessary. If an after-school detention is deemed appropriate by the subject leader, parents will normally be given 24 hours' notice, although if the parent is contacted directly this may be given on the same day

Details will be logged in SIMs and will therefore be accessible to parents via Insight.

The aim of departmental action is to support the student, ensuring that work is completed to an acceptable standard within a reasonable timescale.

If a student fails to engage with the sanctions, the Subject Leader should meet with the Head of Year to decide upon an appropriate course of action. If in the professional judgement of the Head of Year there is evidence of a wider pattern of refusing to complete work, further sanctions will be put in place. If the student still fails to respond to these sanctions, the Head of Year will meet with the Deputy Headteacher who line manages the pastoral system and agree further steps, up to and including the use of a Headteacher detention.

b. **Head of Year/House Detention**

These will take place after school and will be supervised by Heads of Year and Heads of House on a rotation basis (1 hour in duration 3.35-4.35pm).

The purpose of HOH/HOY detentions is to deal with behavioural issues.

Details will be logged in Edulink. Emails will be sent via the school office (copied to tutors and Sixth Form office as appropriate).

c. **SLT Detention**

These will take place on a Friday evening after school. They will be supervised by a member of SLT.

d. **Headteacher Detention**

These will take place on a Saturday or at the end of term when the rest of the school closes early. They will be supervised by the Headteacher.

Both of the above will be given for serious behavioural issues or for actions that demonstrate a direct challenge to the systems and structures of the school. The decision on whether to place a student in this detention rests with the Headteacher who will use his or her professional judgement.

Letters will be sent home by the school office to notify parents (copied to tutors and Sixth Form office as appropriate).

Depending on the offence, a meeting with parents may be required to outline the serious nature of the issue and to warn that further problems may result in a fixed term exclusion.

Other possible sanctions include withdrawal from school events e.g. productions, sports or trips, or undertaking a community based activity such as litter picking. Where the seriousness of the incident warrants it the Headteacher may issue a fixed term or permanent exclusion.

e. **Internal Suspension (Removal)**

Only a member of the school's leadership team (SLT) may authorise a period of internal suspension (removal). An internal suspension(removal) is issued for a serious breach, or persistent breach of the school's behaviour policy, and may be used, when deemed appropriate, as an alternative to a Suspension.

Internal suspension (removal) is when a student remains in school, but does not attend their timetabled lessons, and instead completes work under the supervision of a Head of House, Head of Year member of SLT or other appropriate member of staff. Any period of internal exclusion should be for the shortest time possible and would not normally be issued for a period of more than five consecutive days. Parents / carers will usually be informed prior to the period of internal suspension (removal) and depending on the offence, a meeting may be arranged with parents to discuss the situation further. Appropriate work will be provided.

Students will continue to receive educational provision throughout the period of removal.

f. **Suspension and (permanent) exclusion**

Only the Headteacher has the power to suspend or exclude a pupil from the Trust. This will be carried out in accordance with the current Department for Education guidance on Suspension and Permanent Exclusion and any subsequent updates.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. DfE guidance states in Section 16 states a decision to exclude a pupil permanently should only be taken in response to a serious breach, or persistent breaches, of the school's Behaviour Policy; **and** where allowing the pupil to

remain in school would seriously harm the education or welfare of the pupil or others in the school.

Refusal to accept sanctions

Parental agreement is no longer required before a detention is served. If a parent refuses to accept the sanctions outlined in the Behaviour Policy they will be asked to discuss their concerns with relevant members of the pastoral and leadership team. If the parent still refuses to accept the sanction the Headteacher will progress the issue onto the next stage of the disciplinary structure, up to and including fixed term exclusion if necessary.

Examples:

The following is a non-exhaustive list to illustrate the range of sanctions that may be put
in place. Each incident will be dealt with on an individual level taking into account the specific circumstances:

Assaulting another student: up to 5 days fixed term suspension (Up to 3 weeks without representing school if appropriate).

Arguing with a member of staff: up to two days fixed term suspension (2 weeks without representing school if appropriate).

Insolence to a member of staff: up to four days fixed term suspension (4 weeks without
representing school if appropriate).

Bringing school into disrepute: up to 3 days fixed term suspension (3 weeks without
representing school if appropriate).

Smoking (including e-cigarettes/vapes): up to 2 days internal suspension (1 week without representing school if appropriate).

Caught off site: after school detention, plus parental letter (1 week without representing school if appropriate).

Damage to property: student compensates for the damage to be repaired plus an appropriate sanction.

Drugs and alcohol: there is a zero tolerance policy to the use of drugs and alcohol and this may results in permanent exclusion.

Members of the Senior Leadership Team reserve the right to use their professional discretion in deciding what is an appropriate disciplinary response.

These are guidelines only - all procedures are in line with the Department for Education statutory guidance 'School suspensions and permanent exclusions (June 2012, updated August 2024).

Reintegration meetings

Following suspension, a reintegration meeting will normally take place to support the successful return of the student to education.

Consideration will be given to:

- safeguarding concerns
- attendance
- SEND needs
- emotional wellbeing
- reasonable adjustments
- Family Help involvement
- pastoral support.

Family Help is now the updated terminology used throughout safeguarding guidance.

Physical Force

The school reserves the right to use reasonable force in exceptional circumstances where a student is a physical threat to themselves or others, this is in accordance with 'Use of Reasonable Force' - advice for headteachers, staff and governing bodies (DfE July 2013). Refer to the school policy 'The Use of Physical Force by Staff to Control or Restrain Pupils'.

Quiet Space

The use of a quiet space provides an opportunity for a pupil to calm during the school day. A quiet space is used under the current Warwickshire guidance on the use of quiet spaces, de-escalation, inclusion and restrictive intervention.

Where applicable a quiet space will be used not for exclusion or punishment but to help children to calm down and to begin to use self-regulation skills.

The use of a quiet room must never amount to unlawful seclusion.

Records of use should be maintained and monitored by senior leaders.

Use of a quiet room should be reviewed where a student accesses the provision frequently, to ensure appropriate support plans are in place

See Appendix 1 for use of the Quiet space.

Appendix 1: Quiet space

In the majority of cases the use of a Quiet space should form part of a pupil's individual behaviour plan and should be agreed by the school leadership and parents/carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access a quiet space , sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to a quiet space using agreed positive handling strategies.

A Quiet space should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing a Quiet space should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances a Quiet space can be used as a means of

(a) helping the pupil to manage their own emotional state

(b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school

(c) reducing the need for prolonged use of physical intervention.

At no time should pupils be unsupervised in a Quiet space . It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a door or window.

At no time should pupils be locked in a Quiet room.

If a pupil tries to leave the Quiet space before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment (refer to the school's policy on Physical Restraint).

This response must be recorded after the event in line with school policy.

Appendix 2: Safeguarding and Behaviour

Including:

- Child-on-child abuse
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Online abuse
- Misogyny
- Extremism
- AI-generated imagery
- Deepfakes
- Hate incidents
- Contextual safeguarding

This is now reflected much more explicitly throughout KCSIE 2026. [assets.pub...ice.gov.uk], [birmingham.gov.uk]