BEHAVIOUR POLICY

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1. INTRODUCTION

At Harington School we focus on building kind, caring and safe relationships, where every individual is known by name and valued for their talents, passions and personalities. We are committed to maintaining our warm and welcoming "small school" feel.

- We provide a stimulating curriculum and learning environment, which challenges all students and recognises their achievements.
- There is a zero-tolerance approach to low level disruption and our environment enables 'teachers to teach and learners to learn'.
- We operate a behaviour system which is age appropriate and based on the principles of respect, fairness and consistency.
- We aim for every student to fulfil their potential and work tirelessly to ensure that nobody gets left behind.

To create the best possible conditions for excellent teaching and learning, students must exhibit positive behaviour both inside and outside of the classroom. This policy should be read in conjunction with the following:

- Federation Safeguarding Policy
- Harington Child Protection Policy
- Equality, Diversity and Inclusion Policy
- Searching Students and Confiscation Policy
- Federation Exclusion Policy
- Dress Code; and
- Our Home School Agreement

1.1 We expect all students to:

Work Hard	• Work hard in lessons and aim to achieve their target grade. • Get involved with everything the School has to offer. • Aim high and never settle for second best. • Seize opportunities to learn outside of the classroom and take on additional responsibilities
Be Ready	• Attend School every day and always be on time. • Adhere to the School's dress code. • Have the correct resources and equipment.
Be Respectful	• Treat all members of our community as individuals, showing kindness and respect. • Treat the School environment with respect.
Be Safe	• Not engage in risk taking behaviour. • Report any concerns or problems to a member of staff.

It is the responsibility of all staff to act as role models in creating a calm and purposeful learning environment. Teachers are responsible for ensuring that the highest standards of behaviour are upheld – living by the motto 'all of us, all of the time'. When necessary, staff will be supported by the senior team when enforcing this policy.

2. REWARDS & ENGAGEMENTS

The overwhelming majority of our students are good, decent young people who make a positive contribution to their lessons, the school and the wider society. Our rewards system is designed to recognise and celebrate their efforts and achievements.

2.1 We will use:

- verbal praise;
- the use of positive comments on prep or classwork;
- the use of assemblies to present certificates;
- the awarding of postcards and prizes;
- public recognition of achievement in our media outlets including local newspapers and social media;
- contact home by phone or letter;
- recognition from the Head of School.

2.2 Students are actively encouraged to contribute to the School and wider community. This includes:

- Inter-House events and competitions
- External competitions
- Volunteering
- Duke of Edinburgh's Award

2.3 We select the very best students and reward them with responsibility roles. These include

- Head and Deputy Head Students;
- Subject, Sport and Performing Arts Ambassadors;
- Engagement Team;
- Charities committee;
- Form representatives for the School Senate.

3. SANCTIONS

3.1 Students whose behaviour is unacceptable are likely to incur sanctions. Staff may apply any of the sanctions outlined in this policy, with exception of suspensions and exclusions, provided they are acting reasonably and proportionately when doing so.

3.2 Staff may apply sanctions in response to students behaviour in and outside of School. For example when the student is:

- taking part in any School-organised or related activity
- travelling to or from the School
- wearing the School dress code and is therefore identifiable as a student of the School
- partaking in trips, visits or sports fixtures
- in some other way identifiable as a student at the School.

Or, when their behaviour (whether or not the conditions apply):

- could have repercussions for the orderly running of the School
- poses a threat to another student, member of staff or member of the public

- could adversely affect the reputation of the School
- could violate the dignity of another person
- creates a hostile, offensive or sexualised environment
- would constitute child-on-child abuse
- involves the possession of a prohibited item e.g. drugs, alcohol or a weapon.

3.3 We understand the fundamental importance of a member of staff having ownership over their classroom. In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Inappropriate behaviour should always be challenged.

3.4 When applying sanctions, staff must remain calm and ensure that any sanction is proportionate to the behaviour of the student. Staff should not issue whole-group or class sanctions. When applying sanctions it is important for staff to recognise that they are communicating with young adults and the aim of the sanction is to improve students' conduct. The sanction applied must be proportionate to the circumstances, and account must be taken of the student's age, developmental stage, any special educational needs or disability they may have, and any religious requirement affecting them.

3.5 Sanctions should be completed as soon as possible so that cause and effect remain clear. Swift sanctions are more meaningful. Relationships are more easily restored when a resolution and fresh start is prioritised.

3.6 Staff should consider whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer significant harm. Where this is the case, staff should follow the Federation Safeguarding Policy, including cases of child-on-child abuse.

3.7 The following sanctions for inappropriate behaviour may be used by staff:

- a short conversation where the issue is discussed (ideally not in front of others) usually focused on the behaviour and its impact, outlining the consequences if the behaviour does not improve. This could include an example of a time when the same student has displayed positive behaviour;
- a short cooling-off period outside the classroom (no more than a few minutes per lesson) followed by a conversation;
- the confiscation of a student's personal item which is preventing their or others' learning e.g. mobile phones. These should normally be returned at the end of the day, or for repeat offences, by the parent collecting it from a member of the senior team;
- being asked to work outside of the classroom for part or all of a lesson to address immediate concerns. This should not be a regular practice and the student should be given access to the work from the lesson they are leaving;
- an apology being given to the victim of a student's behaviour. This may follow some 1:1 work with a student to address specific behaviours;
- a short (no notice) 20 minute catch-up in which the focus is on the student's self-reflection about their behaviour and the consequences on their learning and the learning of others (this can happen during study periods, break or lunch time);
- contact home by phone, email or letter;
- meeting with parents/guardians;
- restorative justice, for example school-based community service such as; picking up litter, supporting the site maintenance team, tidying a classroom, removing graffiti or chewing gum;
- requiring that students rectify/pay for any damage they have caused;
- an after school catch-up – it is usual practice that parents/guardians are given 24 hours' notice unless an alternative date is agreed between the member of staff and the parent;

- Form tutor report;
- Subject report (by the subject lead).

The senior team may apply the following additional sanctions:

- a student may be placed on an intervention report;
- a student may be placed in internal isolation.

The Head of School may also apply the following sanctions:

- fixed term suspensions (covered under the Federation Student Exclusion Policy);
- permanent exclusion (covered under the Federation Student Exclusion Policy).

4. CATCH-UP

4.1 The phrase catch-up is used by us to describe in law what is known as a 'detention', this is the legal power to detain students whose behaviour, progress or punctuality is causing concern. Parental consent is not required to detain students, although when a student is required to attend one that is not within the normal school working day, parents will be informed and given notice at least the day before by telephone or in writing (email or letter).

4.2 A catch-up can be given:
- during the school day where the student does not have permission to be absent
- at break, lunchtime or outside of normal hours
- weekends, except the weekend preceding or following the half-term break
- during School holidays.

5. REPORTING BEHAVIOUR

5.1 We use a behaviour tracking system called CPOMS. Staff will record all behaviour incidents which require a sanction to be given.

5.2 The member of staff should record the nature of the incident, write a brief summary of what happened and record the action they have taken in response to the student's behaviour.

5.3 This system allows the pastoral support team to monitor those students who are causing the most concern and offer further support for the staff and student as required.

5.4 Parents of students whose repeated behaviour has caused concern will be notified along with details of their child's behaviour log.

5.5 Where behaviour would indicate that a student is in danger of being drawn into terrorist-related activity or other forms of grooming, the School will follow safeguarding procedures as outlined by the policy.

6. DRUGS, WEAPONS AND OTHER PROHIBITED ITEMS

6.1 We will not tolerate the presence or misuse of drugs, or the possession of prohibited items on site, and will act promptly and appropriately on such occasions. Students will be provided with information about the use and misuse of drugs, alcohol and smoking through the PSHE programme devised by the pastoral lead and delivered by teachers. Similarly, students will be educated about those items prohibited on the School site and those banned under the School rules.

6.2 All students and staff will be made fully aware that serious consequences will follow if they are caught dealing drugs, carrying offensive weapons, or being in possession of any other prohibited, or banned item on site. Such behaviour will lead to the Head of School seriously considering permanent exclusion for the student(s) involved. Please read the Federation Exclusion Policy for more details.

6.3 If the pastoral team are concerned that a student is in possession of a prohibited item, a search may need to be conducted. Please refer to the Searching Students and Confiscation Policy.

6.4 Prescribed drugs are dealt with in accordance with the Federation Supporting Students with Medical Conditions Policy.

7. MOBILE PHONES

7.1 Students may bring mobile phones to School. Use will be managed by teachers in lessons (mobile phones should only be in use when a teacher has given explicit permission) and during private study. Mobile phone use should never distract from our expectation for students to 'work hard', 'be ready' and 'be respectful'.

7.2 Students are not permitted to take mobile phones to Catmose College. This includes at break, lunch and during activities on a Friday.

7.3 If a student is found with a mobile in contravention of this rule, the device will be immediately confiscated and held securely by the pastoral or reception team. In case of repeat offences, parents or guardians will be informed, and the student may be prohibited from taking a mobile into Catmose College in future.

8. PROHIBITED ITEMS

8.1 Examples of prohibited items include:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the student);
- Tobacco and cigarette papers and related products e.g. snus;
- Fireworks;
- Pornographic images.

8.2 In addition, the School identifies that the following items may also be searched for:

- E-cigarettes;
- Vapes;

- Mobile phones;
- Any other item that a student or students may have in their possession that is in contravention to this policy, the Exclusion Policy, or stipulated in a safety plan or other agreement.

9. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS

9.1 There are occasions when it is entirely appropriate for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another.

9.2 The circumstances in which staff can physically intervene with a student are covered by the 1996 Education Act. Staff may legitimately intervene to prevent students from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. Further information on this is available in section 9 of the Federation Safer Care of Conduct Policy.

10. DISABLITY

10.1 We will make reasonable adjustments to our Behaviour Policy to ensure that disabled students are not at a substantial disadvantage compared to their peers. We will plan and put in place such reasonable adjustments to prevent that disadvantage.

10.2 The following are some of the factors that we are likely to take into account when considering what adjustments are reasonable to make in order to support a disabled student:

- The extent to which special educational provision will be provided to the disabled student under Part 3 of the Children and Families Act 2014. Please see the SEND Policy for further information;
- Our resources and the availability of financial or other assistance;
- The financial and other costs of making the adjustment;
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled student in respect of their behaviour;
- The practicability of the adjustment in relation to the efficient management of the school;
- The effect or impact of the disability on the individual's behaviour;
- Health and safety requirements;
- The need to maintain academic, musical, sporting and other standards;
- The interests of other students or prospective students, in particular the effect of making an adjustment that may impact on the progress, emotional and/or physical wellbeing of other or prospective students.

10.3 In making a decision regarding an adjustment, we will take into account the needs of other students or prospective students, to ensure that any adjustment does not result in significant disadvantage to other students. In such cases it may not be possible to make any adjustment.

11. BULLYING AND HARRASSMENT

11.1 This policy is to ensure that we act to prevent discrimination, harassment and victimisation within or outside of the School towards staff or students.

11.2 There is not a legal definition of bullying. However, at Harington School, it is defined as behaviour that is:

- Intended to hurt someone either physically or emotionally;
- Aimed at certain groups or individual because of race, religion, disability, gender or sexual orientation;
- Could be a single, one-off serious incident or a pattern of behaviour.

11.3 It takes many forms and can include:

- Emotional (being unfriendly, excluding, tormenting)
- Physical (hitting, kicking, pushing, taking other's belongings, any use of violence)
- Racial (racial taunts, graffiti, gestures)
- Sexual/phobic (explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching). Such behaviours can be carried out online. Behaviours of this nature would constitute sexual harassment/sexual violence and will be handled in line with our Child Protection policy.
- Direct or indirect verbal (name calling, sarcasm, spreading rumours, teasing). This could be online.
- Cyber bullying (bullying that takes place online such as through social networking sites, messaging apps or gaming sites, forwarding and/or posting inappropriate pictures/videos, setting up fake pages/accounts, hacking and resetting others usernames and passwords inappropriately).

Staff and students will be informed that a number of these behaviours may constitute child on child abuse and will be handled in line with our Child Protection policy. Unpleasantness between students should never be excused as 'banter'.

12. PREVENTING BULLYING

12.1 We will act whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g., email, social networks, blogs and other electronic forms of communication). In serious cases, the school may inform the police or service providers; where instances occur outside of school, parents will be advised to contact the appropriate service. In all instances of cyberbullying, the victim has the choice to involve the police.

12.2 We aim to create an ethos which discourages bullying and helps all students feel secure and confident. Through tutorial sessions and assemblies, we examine the subject of mutual respect, self-worth, confidence and bullying. We encourage students to feel confident about asking their Form Tutor in the first instance for help when they feel ill, unhappy, lost, or are struggling with work or friendships. It is recognised that students may wish to approach other members of staff, including the Pastoral Team, if they feel more comfortable speaking to someone else. We emphasise the importance of attitudes and relationships, look at how we make decisions, how we react in different situations, friendship qualities and responses which help or hinder relationships.

12.3 All students can expect to:

- be treated with respect and equality by all members of the school community;
- be given every opportunity to achieve success;
- have their progress and achievements positively recognised.

13. HOW WE MANAGE BULLYING

13.1 When bullying is reported it is always taken seriously and dealt with sympathetically. Staff are aware that students might be reluctant to report incidents. Prompt reporting is essential to ensure that emerging bullying issues are identified and addressed.

13.2 A student who is concerned about being bullied or has witnessed such behaviour should report it to a member of staff or email wellbeing@haringtonschool.com.

13.3 If bullying or harassment is occurring, we will plan how best to ensure that the behaviour stops and the victim/s feels safe. Depending on the individual circumstances, this can include:

- restorative justice;
- isolation of the perpetrator;
- restricted breaks and lunchtime;
- closer supervision, for example being placed on report;
- mentoring support;
- change of locker location;
- change of student group/s;
- safety plan/ risk assessment;
- referral to Child and Adolescent Mental Health Services (CAMHS) or to social care;
- suspension and, in the most serious cases when bullying has been persistent, the Head of School will seriously consider permanent exclusion
- contacting the police.

13.4 The intention of these responses is to ensure that the perpetrator knows that their behaviour is wrong. In deciding how to respond we also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the student/s engaging in bullying may need support themselves.

In addition, although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If the Head of School believes that an offence may have been committed then advice from the police will be sought.

14. SUPPORTING THE VICTIM

14.1 We will also ensure the victim has the support they need in order to ensure that the behaviour they have experienced does not affect their social and emotional wellbeing or academic progress. This may be supported by writing up a safety plan, moving locker and any of the other SEMH supports we provide. We will log the incident separately for the victim so that we are able see patterns of behaviour that might subsequently be classed as bullying due to the repeated nature of the incidents.

15. SEXUAL HARASSMENT AND SEXUAL VIOLENCE

15.1 This policy is to ensure that we act to prevent the normalisation of inappropriate sexual behaviours that constitute sexual harassment. We aim to maintain an environment in which everyone feels that their dignity is valued and one in which sexual violence is not a foreseeable next step.

Sexual harassment is unwanted conduct of a sexual nature. It can occur online and offline and is likely to make a child feel intimidated, degraded or humiliated. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

15.2 It may include but is not limited to:

- Sexual comments, such as telling sexual stories, lewd comments, sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual jokes or taunting.
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothing and displaying pictures, photos or drawings of a sexual nature; upskirting.
- Online sexual harassment such as non-consensual and consensual sharing of sexual images and videos; inappropriate sexual comments on social media; exploitation; coercion and threats.

15.3 We will take action whenever this happens whether face-to-face or in other forms such as via mobile phones or online (e.g. email, social networks, blogs and other electronic forms of communication).

16. PREVENTING SEXUAL HARASSMENT

16.1 We aim to create an ethos that never tolerates any form of sexual harassment, regardless of the victim's protected characteristics. Through tutorial sessions and assemblies, we examine the way language, behaviour and attitudes can lead to a hostile or sexualised environment. We explore how sexual harassment can lead to sexual violence and that both can occur between children and transgress a child's 'right to freedom from inhuman and degrading treatment' (Human Rights Act 1988 – article 3). These rights are also covered in the Equality Act 2010, which states schools must protect children from 'unlawful discrimination' on the grounds of protected characteristics. Such forms of discrimination are classed as unlawful under the Public Sector Equality Duty (PSED) and the likely impact on a victim's education is classed as an infringement of their equality of opportunity. The same education will be provided to prevent sexual harassment as bullying with the addition of tackling the issues such as:

- What respectful behaviour looks like;
- Gender roles, stereotyping, equality;
- Prejudiced behaviour;
- That sexual violence and sexual harassment is always wrong; and addressing cultures of sexual harassment.

16.2 Incidents of sexual harassment are managed in the same way as bullying, and all reported incidents will be recorded separately to other recorded behaviours, so that patterns are easily detected. Just as with bullying, all reported incidents are taken seriously because an accumulation of minor incidents can have a serious effect on the victim and may be an indication that sexual violence might be the next step.

17 SEXUAL VIOLENCE

17.1 The law is very clear about what constitutes criminal sexual violence (offences under the Sexual Offences Act 2003):

17.1.1 Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

17.1.2 Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

17.1.3 Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

17.2 If a child has been the victim of sexual violence, we will follow basic safeguarding principles and so, dependent on the degree of harm and risk of immediate danger, either a referral will be made to children's social care, the police will be informed and parents will be contacted. All normal multi-agency arrangements will be put in place as with any other serious safeguarding issue.

17.3 When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded on CPOMS and should be kept under review. At all times, the College should be actively considering the risks posed to all their students and put adequate measures in place to protect them and keep them safe.

18 SUPPORTING THE VICTIM AND ALLEGED PERPETRATOR

18.1 In the event of sexual harassment or sexual violence we will meet with the victim and their family to offer support including the involvement of external agencies such as the police or social care.

18.2 We will also ensure the victim and the alleged perpetrator have the support they need so that the behaviour they have experienced does not affect their social and emotional well-being or academic progress. This may include putting in place a risk assessment which may include:

- Restricted access to internet and smartphones to limit the impact further likely continued commentary via social media.
- The provision of a single staff point of contact so that student support is consistent and established.

- Transport/access to and from School reviewed to reduce risk of exposure to students' interest, comments etc.
- Management of unsupervised time and/or movement about the School to reduce the opportunity for unwanted attention from other students. The victim will be given as much control as is reasonably possible over decisions regarding how the investigation will be progressed and any support that they will be offered.

19 WHERE BOTH VICTIM AND ALLEGED PERPETRATOR ARE ON ROLL AT THE SCHOOL

19.1 If both students remain on roll at the School a safety plan will be produced to protect both parties from any further trauma or allegations.

19.2 Delays are common as a case is being progressed through the justice system, so we will not wait for the outcome before protecting victim, alleged perpetrator or other students. We will risk assess both victim and alleged perpetrator to ensure that:

- They do not end up in the same classroom or lesson as one another – this might mean short term chaperoning of one student, isolation of one student, a managed move to another school, or exclusion.
- External factors such as access to social media or the internet, transportation to and from School and involvement in external activities are considered.
- Other students are not being put at risk.
- Normal routines are maintained as far as possible.
- Neither student is shown preferential treatment, however safeguarding risk assessments may be implemented to support both students and others in the College.
- Any police investigation is not jeopardised by our actions.

20 AT THE END OF THE CRIMINAL PROCESS

Following the outcome of a criminal investigation, we will:

- Consider further sanctions in line with this policy and the Federation Exclusion Policy if this has not already happened.
- Continue to support both students even when a not guilty verdict or a decision not to progress with the case has been reached. Such outcomes do not necessarily mean that the allegation was unfounded and both students are likely to have found the experience very difficult.
- Update risk assessments as appropriate.
- Continue to protect both students, especially from bullying or harassment.
- Use other agencies to offer support such as ChISVA, (through Rape Crisis), CAMHS or other counselling services.
- Work with parents and guardians of both students and signpost the relevant support groups to help them come to terms with their child's involvement.