



# BEHAVIOUR MANAGEMENT POLICY

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## 1. KEY PRINCIPLES

- 1.1 Within this policy 'we' and 'us' means Catmose College.
- 1.2 This policy should be read in conjunction with the Federation Exclusion Policy and the Federation Safeguarding Policy.
- 1.3 We expect:
  - all students to show respect and courtesy towards teachers, other staff and each other;
  - all students to respect their surroundings and the facilities they have access to;
  - all students to engage with the opportunities available within College, to develop the many and varied skills that are offered within the curriculum as described within our Curriculum Policy;
  - parents/carers to encourage their children to show that respect and support our authority to discipline students;
  - that students work hard to complete assigned work;
  - all staff to contribute to managing and improving student behaviour, leading by example and not expecting students to do something they would not be willing to do themselves.
  - staff, students and parents/carers to recognise and celebrate the positive achievements gained by students in all aspects of learning both inside and outside College, so that success in its broadest sense (individual or collective) contributes to positive behaviour through raising self-esteem, participation and developing individual learning.
- 1.4 In order to help create an ethos where mutual respect is the norm, the Executive Principal will support staff's authority to discipline students and ensure that this happens consistently across the College.
- 1.5 It is a key responsibility of staff to manage the behaviour of students they are responsible for, supported by Assistant Principals, Client Services and the Senior Leadership Team.
- 1.6 We believe that people respond best to praise for the positive behaviour we want to see, rather than focusing on the poor behaviour we do not. Our ethos is one built on trust; students have access to College from early morning and into the evening, they can access facilities and use equipment as members of our community. We do not have bells, locked doors or areas that are out of bounds to students (except for reasons of safety), believing that by trusting students and giving them opportunities to grow, they will respond positively, viewing themselves as active members of our community. As staff, we model the behaviour we wish to seek from students: picking up litter, queuing with students at break and lunch, and speaking with students in a calm and reasonable manner.

1.7 The key elements in achieving an ethos where every member of our community can work in a calm, happy and purposeful atmosphere are:

- a broad and balanced curriculum;
- recognising that students are individuals and our approach should be tailored accordingly;
- well-planned engaging lessons;
- good classroom management;
- friendly, positive, but firm relationships between staff and students;
- good behaviour being recognised;
- students who follow all reasonable requests made of them by any staff.

## 2. HOW WE RECOGNISE AND REWARD ACHIEVEMENT

2.1 We believe that creating an environment where positive acts and achievements are recognised helps to establish a close College community and positive behaviour.

## 3. THE HOUSE SYSTEM

3.1 All of our students belong to one of three Houses: Barnsdale, Burley and Hambleton. Each student can accrue House Points that contribute to the performance of their House as well as their own total. There are a number of ways to gain House Points:

- for outstanding attendance, progress and compliance with the Routines for Learning (indicated on CP and KA reports);
- for consistently high standards of uniform and equipment (spot checks);
- for success in inter-House competitions run throughout the year, culminating in Sports Day;
- for representing us in sports and for consistent attendance at practice sessions;
- for representing us in other extra-curricular events;
- for exceptional achievement or Prep, awarded by any member of teaching or support staff.

3.2 In addition to House Points, the House system also records achievement and progress in a number of ways:

- plastic, bronze, silver and gold badges are awarded for reaching certain totals;
- termly MVP certificates are awarded;
- Executive Principal's commendations letters are given for exceptional achievement and recorded on the House Point system;
- House winners' trophy awarded at the end of the year.

#### 4. ROLES OF RESPONSIBILITY

4.1 To recognise the valued contribution that individuals make to the College over a longer period of time, we select the very best and reward them with key roles of responsibility. These include:

- Head students;
- Senior prefects, prefects, subject ambassadors;
- Members of Student Council.

#### 5. ADDITIONAL WAYS OF CELEBRATING ACHIEVEMENT

5.1 As well as the House system, we also are keen to celebrate the significant achievements made by individuals in extra-curricular activities, in their own time, or in their continued commitment to our community. These successes are key to the happiness, development and maturity of the individual and are worthy of celebration. These include:

- Letters sent home every term for those whose reports shows they have reached their target grade in all subjects.
- Badges in recognition of service of members of the Student Council.
- Badges awarded for significant achievement in subject areas and extra-curricular participation (Spelling Bee, Arts Award, Maths Junior Challenge and others).
- Scholarship badges for outstanding achievement or contribution to a particular subject area.
- Student badges and certificates for consistently high attendance.
- Subject reward trips and prizes for excellence within a subject area.
- Certificate for exemplary behaviour given at the end of the year.
- Postcard to reward one-off excellence.
- Gold braded ties for those who compete successfully at a regional level.
- Use of social media: Facebook, Instagram and website to celebrate success.
- Awards assemblies each term and at the end of year.

#### 6. STAFF POWERS TO DISCIPLINE

6.1 We believe that by treating students with respect and fairness and teaching them well, they will respond positively. Discipline must be part of a positive atmosphere of achievement, rooted to the work they are being asked to complete. Staff will focus on phrases such as 'your work is not up to your usual high standards', which, rather than a negative comment, implies that we still value the individual; it is their behaviour we do not approve of.

6.2 However, teaching assistants and other paid staff have the power to discipline students whose behaviour is unacceptable, who break our Routines for Learning (Appendix 1) or fail to follow a reasonable request. They may apply any of the sanctions, saving exclusion, outlined in this policy, provided they are acting reasonably and proportionately when doing so.

## 7. OUTSIDE THE COLLEGE

7.1 Staff power to discipline applies to student behaviour in and outside of College, in the following circumstances:

7.1.1 When the student is:

- taking part in any College-organised or related activity;
- travelling to or from the College;
- wearing our uniform;
- in some other way identifiable as a student at the College.

7.1.2 or behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the College;
- poses a threat to another student or member of the public;
- could adversely affect our reputation;
- could violate the dignity of another person;
- creates a hostile, offensive or sexualized environment;
- would constitute peer-on-peer abuse.

## 8. SANCTIONS

8.1 Unfortunately, students at different times do not meet our expectations. When this occurs, it is important that our procedures are followed. Our 'Routines for Learning' are key expectations that all students should follow, and sanctions should be applied if they do not.

8.2 Our Routines for Learning are:

1. Ensure you arrive on time and with the correct equipment.
2. Actively help to maintain a positive learning environment.
3. Aim to reach your target in every lesson by completing work to the best of your ability.
4. Aim to show respect for all involved in the life of the College.
5. Seize opportunities to consolidate and further your knowledge.

8.3 Sanctions should aim to improve a student's behaviour to allow learning to take place. It is important only to punish those specific students whose behaviour falls short of our expectations; it is never appropriate to punish whole classes or large groups for the behaviour of individuals. 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 requirements affecting them.

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

#### 8.5 The sanctions that staff may apply are:

- a short conversation about behaviour and its impact on learning, outlining the consequences if the behaviour does not improve;
- a cooling-off period outside of the classroom (no more than two minutes per lesson);
- the confiscation of a student's personal item which is preventing their or others' progress 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 Client Services;
- break time catch-up sessions; no notice for the student or parent is required;
- lunchtime catch-up sessions; no notice for the student or parent is required;
- being asked to work in another classroom or office by the team leader of the subject;
- contact home by phone, email, letter or in person;
- meeting with parents or guardians;
- after-College catch-ups: parents should be given 24 hours' notice, but a student's attendance is compulsory unless an alternative date is agreed between the member of staff and the parent;
- school-based community service or imposition of a task; for example, picking litter, supporting site maintenance, tidying a classroom, helping clearing up the restaurant or removing graffiti or chewing gum;
- restorative justice, for example asking the student to apologise for their actions, requiring that they support staff to rectify/pay for any damage they have caused. This could be the result of either deliberate or unintentional damage to equipment or the building caused by careless behaviour;
- class report (by the teacher);
- subject-based report (by the team leader);
- form tutor report;
- intervention reports;
- removal from some lessons by the team leader;
- student contracts;
- parenting contracts.

8.6 From time-to-time a student's behaviour may lead the DSL to determine that contact with Children's Duty Team is appropriate in line with the Federation Safeguarding Policy.

8.7 When dealing with any disciplinary matter, staff are to remain calm and quiet, firmly and politely taking the necessary steps in a way that does not further escalate the problem. We all expect fair treatment, and verbal confrontation often escalates a situation. Team leaders will work with members of their teams to support them in these situations. Alongside any action, staff must remember to keep records, including behaviour tracking system entries where appropriate, informing the form tutor where possible.

## 9. CATCH-UP

- 9.1 The phrase 'catch-up' is used by us to describe in law what is known as a 'detention'; this is a legal power to detain students whose behavior, progress or punctuality is causing a concern. Parental consent is not required to detain students, although, when a student is required to attend one that is not during the normal College working day, parents will be informed and given notice at least the day before by telephone or in writing (email or letter).
- 9.2 Catch-ups may be issued as a sanction whenever a student has not made adequate progress in a lesson or piece of work, or their behaviour falls short of our expectations. Any member of staff can issue a catch-up. The length of the catch-up will be determined by the member of staff issuing it.
- 9.3 A catch-up can be given:
- during any College day where the student does not have permission to be absent, for example, at break, lunchtime or outside of normal hours;
  - weekends, except the weekend preceding or following the half-term break;
  - during College holidays.

## 10. REPORTING BEHAVIOUR

- 10.1 We use a behaviour tracking system to track and monitor students' behaviour. This allows Assistant Principals and the pastoral team to monitor patterns and individual student concerns across the College. When a student has significantly disturbed the learning or well-being of others, which has resulted in contact home, an after-College catch-up or a more serious sanction, a behaviour tracking system entry will be made which will form part of our record.
- 10.2 The member of staff should record the nature of the incident, write a brief summary of what happened and record any action they have taken in response to the student's behaviour.
- 10.3 This system allows the pastoral support team to monitor those students who are causing most cause for concern and offer further support for the staff and student as required.
- 10.4 Parents of students whose behaviour has caused concern over the course of the term will be notified in writing along with a copy of their child's behaviour log.
- 10.5 Where behaviour would indicate that a child is in danger of being drawn into terrorist-related activity or other forms of grooming, the College will follow safeguarding procedures as outlined by the policy.

## 11. DRUG AND OFFENSIVE WEAPON RELATED INCIDENTS

11.1 We refer to the following government guidance:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

11.2 We will not tolerate the presence or misuse of drugs on our property and will act promptly and appropriately on such occasions. Students will be provided with information about the use and misuse of drugs through a drug education programme delivered by teachers, following clear guidelines and using professionally recognised materials.

11.3 Staff can search, without consent for:

- an offensive weapon if there are reasonable grounds for suspecting someone may be carrying one;
- drugs;
- stolen items;
- pornography;
- fireworks;
- any article which staff may reasonably suspect has been or may be used to commit an offence or cause injury or damage, including to the child themselves.

11.4 Should any of the above be found in the possession of a student, a range of sanctions could be applied, including permanent exclusion. Police involvement may also be sought.

11.5 Staff have the right to search a student suspected of being in possession of any of the list above and can request that the student empty pockets, bags or lockers. We reserve the right to search lockers without notice or consent, removing locks or other security as required.

11.6 All students and staff will be made fully aware that serious consequences will follow if they are caught dealing drugs or carrying offensive weapons on site. Such behaviour will lead to the Executive Principal seriously considering permanent exclusion for the students involved. Please read the Federation Exclusion Policy for more details.

11.7 Prescribed drugs are dealt with according to the Medical Treatment of Students Policy.

## 12. SEARCHING AND CONFISCATING ELECTRICAL DEVICES

12.1 Staff have the right to confiscate any electrical device. If they believe there is a good reason to do so, they may examine any data or files on the device.

12.2 In determining a 'good reason' to examine the data or files, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching, or break our rules.

12.3 If inappropriate material is found on the device it is up to the Executive Principal to decide whether he/she should delete that material, retain it as evidence (of a criminal offence or a breach of this policy), or whether the material is of such seriousness that it requires the involvement of the police.

12.4 If a student refuses to cooperate with staff, the device will be confiscated until the relevant authorities are contacted.

### 13. PHYSICAL CONTACT BETWEEN STAFF AND STUDENTS

13.1 There are occasions when it is entirely appropriate and proper for staff to have physical contact with students and children, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students or children 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, or with a different student or child.

13.2 The circumstances in which staff can physically intervene with a student or child are covered by the 1996 Education Act. Staff may legitimately intervene to prevent them 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. Please refer to the Federation Staff Safer Care Code of Conduct for further guidance.

### 14. SUPPORT STRATEGIES: CLIENT SERVICES

14.1 We aim to offer a range of support to improve behaviour. Client Services offers additional support to students when their behaviour places them at a disadvantage compared to their peers; additional reasonable adjustments will be made to the way in which we normally manage students in order to avoid the need to exclude them. This support is normally for relatively short periods of time in order to give students strategies that will allow them to self-manage and become independent in the longer term.

14.2 The pastoral support system from stages two to five implements a range of strategies which may include but is not limited to:

- pastoral report;
- regular reporting to their key worker (morning, break and after College);
- internal isolation with supervised breaks and lunch times;
- cognitive behaviour support;
- curriculum adjustments, including moving tutor groups or classes;
- immediate sanctions (no notice after College catch-up);
- mentoring;
- local authority support through a multi-agency approach;
- a key worker (see Appendix 2 Guidance for Key Workers: Students with Attachment Issues);
- managed move;
- parenting contracts;
- fixed-term and permanent exclusion (please see the Federation Exclusion Policy).
- PSP – an individualized pastoral support plan

- 14.3 This support will always complement our ethos and not cause serious harm to another student or group of students as a result of the adjustments we have made. The range of strategies deployed will depend on the individual and may include some or all of those outlined here.
- 14.4 Students who are under the care of Client Services through the stages system will continue to be managed by their teachers, albeit with adjustments to their approach, in particular that poor behaviour is followed up and that Sleuth entries are made. This is important to ensure that the support being offered is effective; if poor behaviour continues it will require Client Services to consider an escalation of the support on offer and, ultimately, if unsuccessful, serious consideration to be given to permanent exclusion.
- 14.5 For this approach to be effective, parents and students will need to back up and be involved in the support offered. There will therefore be regular contact between them and the student's key worker to ensure that communication is effective and that parents take a consistent approach at home.

## 15. SUPPORT STRATEGIES: PASTORAL SUPPORT PLANS (PSP)

- 15.1 A key element of the support offered is normally a Pastoral Support Plan (PSP) which outlines the adjustments we will make in the way in that every member of staff will manage the student in order to address their poor behaviour.
- 15.2 PSPs may be instigated for students whose behaviour presents a more long-term cause for concern and for those who are at serious risk of exclusion. PSPs are shared with staff to ensure appropriate strategies of support are being used. The PSP will identify reasonable adjustments to our management of the student's behaviour so that, as a result of any disability or in anticipation of such, the student is not placed at a substantial disadvantage (please see section on advice regarding disability below).
- 15.3 PSPs give clear instructions for staff regarding adjustments we will make to support a student struggling to manage their behaviour (for example that the students must sit at the front of the room) and these must be adhered to at all times. As a College we recognise that we need to modify our approach to make the curriculum accessible for all. It is essential that staff instructions on PSPs are used. We will monitor and evaluate the success of these procedures and make changes where necessary.

## 16. SUPPORT STRATEGIES: THE PASTORAL SUPPORT STAGES

- 16.1 The range of support on offer is delineated into stages which escalate the level of support and adjustments made as the student becomes at greater risk of exclusion. The majority of students are managed by their form tutor and teachers at Stage 1, a Client Services advisor at Stage 2, and a Vice Principal at Stage 3. The Executive Principal will consider permanent exclusion at Stage 4 and Governors will review this at Stage 5. The Federation Exclusion Policy should also be read in respect of the latter two stages. Where a student's developmental stage impacts on their behaviour, it is likely that they will remain with the same key worker throughout the Stages to counter the detrimental impact of change.

16.2 The ultimate aim of our behaviour support programme is that all students become able to manage their own behaviour without additional support, in line with our expectations. Students who persistently continue to breach these expectations despite the support outlined in this policy are at serious risk of permanent exclusion.

## 17. DISABILITY

17.1 We will make reasonable adjustments to our Behaviour Management Policy to ensure that disabled students are not at a substantial disadvantage compared with their peers. We will plan and put in place such reasonable adjustments to prevent that disadvantage. There is non-statutory guidance issued by the Equality and Human Rights commission (<http://www.equalityhumanrights.com/publication/reasonable-adjustments-disabled-pupils>). This guidance does not bind us in any way but is a helpful guide.

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

- the extent to which special educational provision will be provided to the disabled pupil under Part 3 of the Children and Families Act 2014. Please see our SEN Policy;
- 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 College;
- the effect 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 on the progress, emotional and physical well-being of other or prospective students.

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

## 18. BULLYING

18.1 This policy is to ensure that we act to prevent discrimination, harassment and victimisation within or outside the College (as defined in this policy). We believe that a strong partnership and effective communication between staff, students and parents is critical to implementing this policy.

18.2 There is no legal definition of bullying. However at the College, it is defined as behaviour that is:

- repeated, and
- intended to hurt someone either physically or emotionally and/or
- aimed at certain groups or individual because of race, religion, gender or sexual orientation.

18.3 It takes many forms and can include:

- physical assault;
- making threats;
- name calling.

18.4 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).

## 19. PREVENTING BULLYING

19.1 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 Teacher or Client Services for help when they feel ill, unhappy, lost, or are struggling with work or friendships. 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.

19.2 Through tutorial programmes and the wider curriculum we aim to promote:

- social responsibility;
- success;
- fairness through tolerance and mutual respect;
- student involvement in decision making;
- the recognition of achievements;
- understanding of equalities and tolerance of others;
- an interesting and valuable curriculum.

19.3 All students can expect to:

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

## 20. HOW WE MANAGE BULLYING

- 20.1 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.
- 20.2 All reported incidents of bullying are taken seriously because an accumulation of minor incidents, especially if they are perpetrated by more than one person, can have a serious effect on the victim.
- 20.3 A student who is concerned about being bullied or has witnessed such behaviour should report it to their teacher, form tutor or a member of the Client Services team.
- 20.4 If bullying is found to be occurring, we will make a decision 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 in Client Services;
  - restricted breaks and lunchtime;
  - closer supervision for example being placed on report;
  - mentoring support;
  - referral to Child and Adolescent Mental Health Services (CAMHS)
  - fixed-term exclusion and, in the most serious cases when bullying has been persistent or violent, the Executive Principal will seriously consider permanent exclusion (see the Federation Exclusion Policy).
- 20.5 The intention of these responses is to ensure that the bully knows that his/her 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 students engaging in bullying may need support themselves.
- 20.6 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 Executive Principal believes that an offence may have been committed then advice from the police will be sought. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive; a threat, or information which is false and known or believed to be false by the sender.

## 21. SUPPORTING THE VICTIM

- 21.1 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 well-being or academic progress.

## 22. SEXUAL HARASSMENT AND SEXUAL VIOLENCE

22.1 This policy is to ensure that we act to prevent the normalisation of inappropriate sexual behaviours that constitute sexual harassment between children and/or adult. 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.

22.2 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.

22.3 At the College, 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 sexualized 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;
- 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.

22.4 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).

## 23. PREVENTING SEXUAL HARASSMENT

23.1 We aim to create an ethos that never tolerates any form of sexual harassment, regardless of the victim's protected characteristics. Through tutorial sessions, assemblies and visiting speakers we examine the way language, behaviour and attitudes can lead to a hostile or sexualized 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 given to preventing 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

23.2 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.

## 24. SEXUAL VIOLENCE

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

24.1.1 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.

24.1.2 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.

24.1.3 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.

24.2 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.

## 25. DISCIPLINE AND THE ALLEGED PERPETRATOR

25.1 In conjunction with the Federation Exclusion Policy, disciplinary action can and should be taken where the conduct of a student falls below the standard which is reasonably expected of them. If we believe, on the balance of probability, that the conduct of an alleged perpetrator has transgressed our expectations, then we will apply our own disciplinary processes up to and including exclusion. This can and should happen even if a police investigation is proceeding. However, we will consider carefully the possibility of any action prejudicing an investigation and/or any subsequent prosecution. To avoid such an outcomes, we will liaise with the police and/or children's social care. In the case of a false allegation being proven or suspected on the balance of probability, we will also apply sanctions in accordance with the Federation's Exclusion Policy.

## 26. SUPPORTING THE VICTIM AND ALLEGED PERPETRATOR

26.1 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;
- staff single point of contact provided so that student support is consistent and established;
- transport/access to and from College reviewed to reduce risk of exposure to students' interest, comments etc.;
- management of unsupervised time and/or movement about the College 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.

## 27. WHERE BOTH VICTIM AND ALLEGED PERPETRATOR ARE FROM THE COLLEGE

27.1 Although delays are common as a case is being progressed through the justice system, 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 College and involvement in external activities are considered;
- other children are not being put at risk;
- normal routines are maintained as far as possible;
- neither student is shown preferential treatment;
- any police investigation is not jeopardized by our actions.

## 28. AT THE END OF THE CRIMINAL PROCESS

28.1 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.

<p>1) Ensure you arrive on time and with the correct equipment.</p>	<ul style="list-style-type: none"> <li>• Be in lessons ready to work, make sure you are punctual when moving between lessons.</li> <li>• Ensure you have at least a blue or black pen, pencil, ruler and a calculator.</li> <li>• Water bottles should be filled up at break time.</li> </ul>
<p>2) Actively help to maintain a positive learning environment.</p>	<ul style="list-style-type: none"> <li>• Mobiles are only to be used within the designated eating areas. They will be confiscated in all other areas unless permission is given by a member of staff.</li> <li>• Contribute where possible and in an appropriate manner.</li> <li>• Respect what teachers have asked you to do.</li> <li>• Be supportive to others.</li> </ul>
<p>3) Aim to reach your target grade in every lesson by completing work to the best of your ability.</p>	<ul style="list-style-type: none"> <li>• Be resilient, try hard, make mistakes and keep trying.</li> <li>• Be proactive. How could you help yourself, where could you ask for support?</li> <li>• Complete your prep and work outside lessons to support your progress.</li> </ul>
<p>4) Aim to show respect for all involved in the life of the Academy.</p>	<ul style="list-style-type: none"> <li>• Be polite to everyone.</li> <li>• Take responsibility for your actions and the impact they have on others.</li> <li>• Look after school equipment.</li> </ul>
<p>5) Seize opportunities to consolidate and further your knowledge.</p>	<ul style="list-style-type: none"> <li>• Find something that you enjoy that the College offers e.g. Sport, Music, Drama, Academic, and Voluntary. This will allow you to get involved in College life.</li> <li>• Go outside your comfort zone and try something new.</li> <li>• Seize all the opportunities provided on offer.</li> </ul>

Key working a student whose developmental stage presents a barrier to learning is a challenging role. These students will not come with a diagnosis, and the traits will be anecdotal and to a degree deduced through prior records and patterns of behaviour. It is therefore difficult to prescribe exactly what is needed, as all cases are unique.

### ESTABLISHING WHAT IS CURRENTLY HAPPENING

It is advisable that the key worker have a good overview of the student's experience across subjects and throughout the College day. In some circumstances it would be beneficial to either observe (or have Client Services observe) the interactions of the student in various situations.

The following may be worth noting:

- where the student sits in the class;
- who they sit next to;
- who do they socialise with or gravitate to;
- are there any differences in response to staff/students that form a pattern i.e. gender, manner etc.;
- what are their eating/socialising habits;
- which areas of the College do they access;
- how do they react to structured time vs unstructured time;
- do they experience many shared teaching groups;
- how many people are they required to relate to across a week;
- do they have good connections with other staff i.e. non-teaching;
- do they have any responsibilities within the College;
- are they accessing trips and visits;
- are they involved in other extra-curricular or enrichment activities;
- when do they arrive and leave College, and what they do if they stay late;
- what was their pattern of behaviour at primary school – can any lessons be learnt from this.

From these observations the key worker may decide to alter or shape certain aspects in order to eliminate issues that may be compounding or replicating the difficulties that the student may have experienced earlier in life, and that have contributed to their behaviour. As a guide, the key worker is aiming to create opportunities in which important normal developmental stages are developed. These include: trust, consistency, reliability, forgiveness, security, commitment, stability, humility and care – in short, all the characteristics one would imagine should exist in a secure and stable parent/child relationship.

Research into attachment issues would suggest that there are some approaches that should be considered as potentially harmful, in that they may well exacerbate the entrenched behaviours (usually established before the age of 2, but possibly later in early childhood), but many approaches that might well be of benefit. All suggested approaches suggested here will be positive, and even if not needed for all cases, will certainly not have a harmful effect.

## BUILDING THE RELATIONSHIP

- When assigning the student a key worker, assume that this will be a long-term partnership.
- Ensure that the key worker meets the student regularly.
- If there are meetings concerning any aspect of the student's education, try where possible to ensure that the key worker is there to support them.
- When things go wrong, and they will, make every effort for the key worker to be available to advocate for, or guide the student straight afterwards. Avoid any lapse of time where the strength of the relationship may seem to be precarious due to the behaviours.
- Where a key worker has to challenge the behaviour of the student, ensure that in the same meeting it is made clear that they are still there to support the student and that a fresh start is always given. This does not mean that sanctions are not applied, but that failure to meet expectation never results in the withdrawal of care and support.
- The relationship between key worker and student will be challenged. When negative behaviours occur, emotions on both sides can jeopardise the partnerships. It is vital that where either party react in a way that later could be thought unfair or harsh, that reparation is made. Apologies should be forthcoming and the focus shifted to the next steps.
- Think of more informal ways of communicating: having a drink and chat in the refectory; engaging in an interest that the student has; supporting them through watching a performance/game they are involved in; exploring a game (for example) that they are interested in on the internet; showing an interest in an activity they are involved in outside College; helping them to identify new enrichment opportunities in College.
- Try to bridge the gap between College and home life by setting expectations for both. Liaise with parents to help establish these behaviours such as chores and responsibilities, bedtime and leisure expectations and conduct in general.
- Look for opportunities to celebrate success. These may be very small steps initially such as a good report for a whole day, moving to more sustained success in the longer term. If individual rewards/charts need to be created, then do so.
- If one approach is not having the desired outcome, review it and try an alternative. Students who present attachment issues are used to failure and therefore to counter that self-fulfilling prophecy, the key worker should be persistent in offering new solutions.