

Behaviour Policy for Stokesley School

Author	Mr. J. Burns, Assistant Headteacher, Stokesley School
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This policy outlines the standards of behaviour we expect from students at Stokesley School, the systems of rewards, and procedures for action when behaviour falls below expectations. It fulfils our statutory requirements under the following legislation:

- School Standards Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- SEN Code of Practice 2014
- Equalities Act 2010

Scope of the Policy

This policy applies to behaviour:

- on the school premises
- on School trips
- when students are travelling to and from school
- when students are wearing school uniform, or are in any way identifiable as students of the school
- at any time and place where the behaviour poses a threat to another member of the school (for example cyber bullying taking place outside of school hours) or calls the good reputation of the school into question

Principles of Behaviour

The Governing Body have agreed the following statement outlining the positive behaviours expected of all students:

Stokesley School is a community of people - students, teachers, learning support assistants and other staff - committed to fostering and facilitating students' learning. Any behaviour which disrupts learning must be dealt with promptly and fairly. All the strategies we use in school are intended to help the disaffected or disruptive student to improve behaviour to help her/ him to learn. They are also to ensure that other students can learn effectively, undisturbed by interruptions.

We try to make every member of the school community feel valued by recognising and rewarding achievement and promoting mutual respect.

Everyone at Stokesley has a right:

- to learn and to teach in a peaceful and safe environment
- to expect that they and their belongings will be treated with respect
- to be treated with consideration, courtesy and respect
- to be treated without discrimination

Everyone at Stokesley has a responsibility:

- to ensure they do not disturb the learning and teaching of others
- to be honest and to respect others and their belongings
- to treat everyone with consideration, courtesy and respect
- to protect others from discrimination



In class:

- we shall always try to ensure that the work is challenging, interesting and meets the needs of individual students
- we value consistency and therefore use a number of Standard Operating Procedures (SOPs)
- the class teacher will deal with inappropriate interruptions, excessive talk, or lack of concentration by reminding the student of expectations, checking that the student does understand the work and can do it, or suggesting differentiated work. This includes effective use of Individual Education Plans for those with Special Needs. The Step System is explained to all students and displayed in classrooms and planners. The Step System involves contacting parents. A supportive relationship between parents and the school is essential in allowing students to thrive.

Searching and Confiscation

- Stokesley School reserve the right to search pupils if staff suspect they may be in possession of dangerous or banned items.
- When staff consider that the safe school environment is at risk, students may be subject to being searched.
- Searches are mostly frequently completed with the consent of the individual being searched.
- In extreme circumstances, searches may be carried out without consent.
- ***Appendix 1 contains more detailed information about searching and confiscation.***

Expectations of Behaviour

In the Classroom:

- students must arrive at lessons punctually and enter the classroom in an orderly manner. They must be wearing the correct school uniform and have all the equipment needed for that lesson. On entering the classroom students must organise themselves promptly, and engage immediately with the lesson. Students are expected to begin the Brain In Gear task (BIG) once they are sat at their desks
- during lessons the minimum expectation is that students show respect for the teacher and others in the classroom and that they behave safely at all times
- over and above this we expect our students to take an active part in lessons through thoughtful questioning and enquiry, support of others' learning through group work, and consistently demonstrating a positive attitude to learning

On the School Premises:

- students are expected to wear the correct school uniform and to behave in a calm and sensible manner as they move around school. Respect should be shown to others at all times. Students must avoid delay when moving between lessons. They must follow any instructions from members of staff promptly and without argument

Beyond the School Premises:

- students are expected to observe the same standards of behaviour on their way to and from school as they are as they move around school
- members of the public must be treated with courtesy and respect
- behaviour on and around roads must be sensible and safe



- students using school transport must remain seated at all times, wear seat belts, keep the vehicle tidy and refrain from any action that may distract the driver
- independent work, completed outside of the classroom, must be completed fully, to the best of the student's ability, and handed in on time
- the same behaviour standards are expected on school trips. Any additional rules outlined by the trip organisers must be strictly adhered to for the duration of the trip. ** Students, teachers and parents must take into account differences in the law when visiting foreign countries.*

Online:

- students must not engage in any on-line activity [including postings on social networking sites, image or video sharing, personal email, text or picture messaging, chat room conversations, or communication in any other way] that may be construed as bullying, being defamatory to staff, students, the school or members of the community
- students must not act in any way that negatively impacts on the good name and reputation of the school. This applies within school and from any location outside school
- we reserve the right to involve the police in cases of cyber bullying
- students must abide by the Acceptable Use Policy when using school ICT equipment, including the VLE

Sanctions

Where standards of behaviour fall below expectations, teachers and other staff will use appropriate and reasonable sanctions. In doing so they will refer to current SOP's which are used internally to ensure consistency. In most cases students are spoken to about their conduct and after having a restorative conversation, the incident is closed.

Sanctions can include, but are not limited to, detentions* and internal exclusion. Detentions and internal exclusion are used to help students to understand their responsibility to have a positive attitude to learning and to demonstrate that there are consequences to negative behaviour. In most cases, these strategies will ensure that the issue is dealt with, without the need for further action.

Where behaviour persistently falls below expectations in a subject area, the subject leader will become involved. Where this happens in several subject areas or outside the classroom the Head of Year will become involved.

In serious cases, or if behaviour does not improve following intervention(s), the Head of Year and the tutor will set out an intervention programme, in consultation with Senior Leaders. This planned programme will identify support for the student to help manage his/ her behaviour for learning. Different strategies are used, depending on the needs of the individual student and parents will be invited to discuss the intervention programme. If necessary a Support Programme, Behaviour for Learning Plan will be set up (if one is not in place) and external agencies, such as the Education Psychologist, The Bungalow, Sunbeck (Hambleton and Richmondshire Pupil Referral Service), Compass and Prevent will be involved.

In some cases, and whenever dangerous and/ or violent behaviour is involved, the Headteacher will consider exclusion, fixed-term or permanent, taking account of the L.A guidelines **



**There is no legal requirement for school to inform parents in advance if a detention is given outside of school hours, though we will always attempt to do so.*

*** Guidelines for schools and pupil referral units, Exclusion of pupils Sept. 2017*

Special Educational Needs

The SEN Code of Practice, 2014, removed the classification of 'Behaviour, Emotional and Social Difficulties' and replaced it with 'Social, Emotional and Mental Health Difficulties' (SEMH). This places the emphasis on the underlying needs rather than their expression through behaviours.

We recognise that the behaviour of children and young people can have various and often complex causes which require identification and appropriate support. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This in itself does not necessarily constitute a learning difficulty, and as a first step the school's behaviour support systems will be utilised. These systems address and provide support for social and interpersonal factors, motivation, emotional issues, and cultural expectations.

For some students a medically diagnosed condition or severe emotional difficulties may cause or contribute to poor behaviour, which in turn may have a negative impact on access to learning. In these cases, students may be included on the SEND register categorised as SEMH.

A decision to include a student under this category will be made by the SENCo after consultation with the Associate Principal, Behaviour and Wellbeing. In making this decision they will consider:

- evidence that a medical condition, or severe emotional reactions, leads to the student having greater difficulty than their peers in regulating their behaviour
- the student's response to support and sanctions in the Behaviour Stage System
- reports of extreme behaviour
- reports of behaviour that has been particularly difficult for staff to control using the behaviour systems
- any dangerous or self-harming behaviour that may result from lack of executive function (self-control)

Where there is doubt, advice will be sought from appropriate medical professionals or the Educational Psychology Service as appropriate.

When a student is listed as SEMH and behaviour is causing concern, further planning and strategies will be utilised to support the student as needed.

The SENCo or Senior ATA will attend Team Around the Child (TAC) meetings or social services meetings, where appropriate, for a child listed as SEMH.



APPENDIX 1 - Searching and Confiscation

Searching and Confiscation

- There are circumstances under which pupils will be searched in school. As stated in the behaviour policy document, most searches are completed with consent. However, there are circumstances when searches will occur without consent. (See Government Guidance)
- Searches will take place when there is suspicion that a pupil or pupils are in possession of banned, illicit or dangerous items.
- Searches will be carried out to protect the privacy and dignity of the pupil being searched. Two members of staff will, wherever possible, be present to conduct a search. A member of staff who is the same sex as the pupil being searched will conduct the search.
- Searches will usually take place in the office of a member of the Senior Leadership Team.

Banned, Illicit or Dangerous Items

- Any items that are considered to be dangerous such as knives (of any sort), laser beam lights, weapons of any kind, guns, BB guns, and lighters are not permitted to be in school.
- Substances and products such as alcohol, cigarettes (including e-cigarettes and vapes), drugs of any kind including so called 'legal highs' are not permitted in school.
- Other items such as pornographic images, items that could be used to damage property, suspected stolen items, fireworks or items where it is suspected that they may be used to commit an offence, can be searched for and confiscated.
- Pupils who bring these kinds of items into school will face significant sanctions, including the possibility of permanent exclusion and being reported to the Police.
- Items considered harmful or detrimental to school discipline can be confiscated.
- Items confiscated do not necessarily have to be returned to Parents.
- Aerosols of any type are banned from school, this includes deodorants or hair spray and is due to the risk of the fire alarm system being triggered. Students can use roll on deodorant following PE lessons.

Government Guidance

- Stokesley Schools Search and Confiscation policy is written in line with the latest Government guidance, further details and more in depth guidance can be found on the Department for Education website.

Please see the link below:

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



APPENDIX 2 - Sexual Violence and Sexual Harassment

Aim

As a school we are clear that sexual violence and sexual harassment are unacceptable. The aim of this appendix is to ensure that stakeholders, students, staff, parents, carers and visitors understand that any behaviours which include sexual violence or sexual harassment are wholly unacceptable and will be dealt with appropriately.

Our approach

Our policies and practices around safeguarding are robust. This policy and our procedures around sexual violence and sexual harassment cross-references with our safeguarding practices, our statutory guidance and legal framework. The policy is in line with our legal obligations, including the Human Rights Act 1998 and the Equality Act 2010. It is in line with keeping children safe in education (2021) statutory advice and guidance. This policy was written by referring to the DFE publication for use from September 2021:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf

Expectations

Terminology

There are many different ways to describe children who have been subjected to sexual violence and/ or sexual harassment and many ways to describe those who are alleged to have carried out any form of abuse. For the purposes of this policy, we use the term 'victim'. It is a widely recognised and understood term. We recognise that not everyone who has been subjected to sexual violence and/ or sexual harassment considers themselves a victim or would want to be described in this way. For the purpose of this policy, we use the term 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. These are widely used and recognised terms.

Zero tolerance

We have a zero tolerance approach to sexual violence and sexual harassment. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

Keeping children safe in education

As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of 'it could happen here'.

Definitions

Sexual Violence

It is important to recognise sexual violence and the fact children can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of school. When referring to sexual violence in this policy, we do so in the context of child on child sexual violence.



For the purpose of this policy, when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- **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
- **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
- **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. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/ breasts/ genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

Sexual Harassment

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making 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 clothes (this can cross into sexual violence) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/ or sexual violence. It may include:
 - consensual and non-consensual sharing of nude and semi-nude images and videos (taking and sharing nude photographs of U18s is a criminal offence)
 - sharing of unwanted explicit content
 - upskirting (is a criminal offence)
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation; coercion and threats



Harmful sexual behaviour (HSB) can occur online and/ or face to face and can also occur simultaneously between the two. Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

Our Policy

Safeguarding

The designated safeguarding lead Mrs Myers (and her deputies) have a good understanding of HSB. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/ or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support. Stokesley School has a statutory duty to safeguard and promote the welfare of the children in our care. Safeguarding training takes place on an annual basis.

Prevention

All students are aware of our safeguarding procedures and practices, we take a whole school approach to safeguarding and child protection. This means involving everyone in the school including the governing body, all the staff, children, adult students and parents and carers.

As part of our LIFE curriculum students are taught about sexual violence and sexual harassment, including: safe behaviour and how to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback. A planned curriculum is part of our whole school approach to prevention.

Responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. We work with NYCC children's social care and the Police where necessary and when a crime may have been committed. All staff are aware that they should report any concerns to the designated safeguarding lead (or a deputy).

All victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of school is treated equally seriously.

A record of the report will always be made, only the facts are recorded as presented by the student and under normal circumstances, two members of staff will be present, including the DSL or one of the deputy DSLs or head of year. The student will be informed that confidentiality can't be guaranteed because concerns will have to be shared:

- information is only ever shared with those staff/ outside agencies necessary to progress the report
- parents or carers are normally informed (unless this would put the victim at greater risk)
- if a student is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to children's social care



- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this will normally be referred to the police. The designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children.

Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that this should be referred on to the police.

Anonymity

Stokesley School will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Managing internally

In some cases of sexual harassment, for example, one-off incidents, we may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally. Underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions are recorded.

Safeguarding and supporting the victim

Careful thought is made about the terminology used to describe the "victim". At Stokesley School we refer to the victim as the target. The age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse is carefully considered.



The needs and wishes of the victim are paramount. Overall, our priority is to make the victim's daily experience as normal as possible, so that Stokesley School is a safe space for them. Support is tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

The following principles are based on effective safeguarding practice and help shape any decisions regarding safeguarding and supporting the victim:

- victims may not disclose the whole situation immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's
- a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. If required, we will provide a physical space for victims to withdraw
- it may be necessary to maintain arrangements to protect and support the victim for a long time. Stokesley School is prepared for this and works with children's social care and other agencies as required
- we do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made
- we will give all the necessary support to remain in school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school may be considered to enable them to continue to receive suitable education. This will only be at the request of the victim (and following discussion with their parents or carers and any relevant outside agencies)
- it is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The designated safeguarding lead takes responsibility to ensure this happens (and should discuss with the victim and, where appropriate, their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- the school has a difficult balancing act to consider. On one hand the need to safeguard the victim (and all other children, adult students and staff at the school) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions;
- a child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school. Stokesley School works with professionals as required to understand why a child may have abused a peer. It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again;



- consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/ or negative reactions by their peers to the allegations against them
- support (and sanctions) are considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police
- it is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children, adult students and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file

Discipline and the alleged perpetrator

Disciplinary action can be taken whilst other investigations by the police and/ or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent our school from coming to its own conclusion, on the balance of probabilities, about what happened, and imposing a sanction accordingly.

The designated safeguarding lead (or a deputy) will take a leading role in determining any disciplinary action against the alleged perpetrator. Careful consideration is given to determine if, by taking any action, it would prejudice an investigation and/ or any subsequent prosecution. Careful liaison with the police and/ or children's social care will help the DSL (or a deputy) make a determination. It is also important to consider whether there are circumstances that make it unreasonable or irrational to reach a view about what happened while an independent investigation is considering the same facts.

Decisions on disciplinary action that include a fixed term or permanent exclusion can only be made by the headteacher, Mrs Millett.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Working with parents and carers

Stokesley School will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and will be considered on a case-by-case basis). The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk.

The DSL (or a deputy) will meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed. In the case of sexual harassment, this meeting may be over the telephone and depending on the individual case.



The DSL (or a deputy) will meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions will be explained. Support for the alleged perpetrator will be discussed.

Safeguarding other children

Consideration will be given to supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of sexual violence or sexual harassment, it is likely that some children will take "sides". Stokesley School staff, especially the DSL, deputies and any pastoral leaders involved, will be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

School transport is a potentially vulnerable place for a victim or alleged perpetrator following any incident or alleged incident. As part of our risk assessment, we will consider any additional potential support needs to keep all children safe.

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Policy Author: Mr. J. Burns, Assistant Headteacher, Stokesley School
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