

Positive Conduct Policy for Stokesley School

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This policy outlines the standards of conduct 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
- Equalities Act 2010
- Education Act 2011
- Children and Families Act 2014
- SEN Code of Practice 2015
- DFE Behaviour in schools - Advice for headteachers and school staff (September 2022)

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 Positive Conduct

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.



Our approach to positive conduct

Clear rules / clear limits: It is important that all students know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set students up to fail. We want to be open and fair with students, presenting them with clear rules that are about supporting teaching and learning, rewarding students for their successes but having clear and consistent sanctions for when things go wrong. Our positive conduct system provides this structure.

Consistency not confrontation: How well staff all implement the system is crucially important to the success of the system and the school. A confrontational approach with students is not necessary to ensure rules are adhered to and standards upheld. A positive approach, a sense of humour and willingness to listen are very important. However, staff must be consistent in applying the rules and procedures that will require all staff to challenge unacceptable behaviour wherever it occurs.

Look for the positive: The positive part of the policy is the most important and seeks to reward students for their achievements in lessons and around school. Staff want to let the silent majority know that we appreciate how well they are doing and not focus on the negatives that can be created by a small minority. A consistent approach to the use of rewards is every bit as important as the use of sanctions. Staff want to catch students doing well and praise and reward them for it.

Chances and Choices: The system is based on giving students chances to correct mistakes they may have made. This is done by staff making clear to a student that in whatever situation they are in they still have a choice: they can either choose to take a step back from the behaviour they have been demonstrating and any sanctions will be kept at that level; or they can choose to continue with their poor behaviour and that will only lead to the next level of sanction.

Calm and De-personalised: The conversation between a member of staff and a student should always be conducted calmly by the staff member. They need to make clear that the issue is not a personal one between the student and member of staff: the issue is that the behaviour of the student contravenes the clear expectations of our school community and that if they continue to choose to behave in this way they know what the sanction will be, as it is openly laid down in our Positive Conduct Policy. The only situation where it is valid for a member of staff to shout is as a shock tactic to prevent or halt behaviour that may endanger the safety of the student, another student, staff member or to prevent wilful damage to property. These occasions will be few and far between.

Individual adjustments within a consistent approach: It is always important to seek to identify and understand the reasons behind any poor behaviour. Only by doing this can measures be put in place to address any underlying factors, in an attempt to remove or mitigate the cause of the behaviour. This should happen in every case. In some cases the response may require agreement to some individual adjustments to the application of the Policy. This may be to meet SEND requirements or to address another identified vulnerability where it is deemed that a reasonable adjustment for an individual is required. These adjustments should never remove or undermine the aims of this policy to achieve the highest standards of behaviour, but they may scaffold the achievement of those expectations for an individual or establish the use of alternative sanctions where appropriate.



The Positive Conduct System

The Positive Conduct system is presented in the visual form of the four pyramids shown below:

1. The Rewards System
2. The House System
3. Amending Behaviour in the Classroom
4. Amending Behaviour Round the School

These will be displayed in all classrooms and shared digitally (in a PDF format) with all students, so that all students are aware of the expectations of the school and how the system works.



THE REWARD SYSTEM

All staff should seek to recognise students doing well and reward them consistently, using this common system.



AWARDS EVENING:
Annual celebration events.



REWARDS TRIP:
For students who achieve 500 House Points and have met the additional criteria.



SPECIAL EVENTS AND REWARDS:
Each term students can attend special activities or gain rewards and privileges based on the number of House Points earned.



REWARDS ASSEMBLIES:
End-of-term assemblies for each Year Group with special rewards in various categories.



POSTCARDS AND COMMENDATIONS:
Postcards regularly sent home by staff based on staff nominations. Commendations awarded in special assemblies for outstanding performance in subject areas over the school year.



AWARD CERTIFICATES:
For achieving House Points: Bronze (100), Silver (200), Gold (300), Ruby (400), Platinum (500), Sapphire (600), Diamond (700), Deputy Headteacher's Award (800) Headteacher's Award (900), Governors' Special Award (1000) Areté Award (1250).



HOUSE POINTS:
Awarded by all staff for work, effort, contribution or conduct and range from 1 (Good) to 5 (Excellent) House Points. School leaders can award House Points ranging from 10 to 20 House Points.

Additional points awarded weekly for: no recorded warnings; being organised; weekly 100% attendance; no lates.



PRAISE:
Use praise to recognise positive contributions (eg answering questions, engaging in activities, completing work) and behaviours (eg holding doors open, supporting other students, being considerate).



The Rewards System

Praise

All staff should actively seek opportunities to give praise for good work, effort or conduct. Students will accumulate these House Points in order to achieve personal certificates and to contribute towards the inter-House competition.

Recognition by staff to students in the class and around school

1 House point: For good work, answers, contribution, effort or conduct; (can be awarded multiple times in a lesson)

5 House Points: For excellent work, answers, contribution, effort or conduct

10 House Points: Head of Year or Head of Faculty Praise

15 House Points: Senior Leader Recognition

20 House Points: Deputy Headteacher Recognition

25 House Points: Headteacher Recognition

A member of staff can issue up to a maximum of 5 House Points to a student for any single example of excellent work, effort or conduct. Referrals to the Head of Year or Head of Faculty can be made for genuinely rare and exceptional pieces of extended work/projects or for a significant contribution to a school team or school production over time.

Recognition by school leaders

Head of Year Praise: This is equal to ten House Points and will be awarded to a student in recognition of an outstanding contribution to the school or event.

Head of Faculty Praise: This is equal to ten House Points and will be awarded to a student in recognition of an outstanding contribution to a faculty area or subject.

Senior Leader Team Praise: This is awarded by members of the extended senior leadership team to a student for a significant referral or event and will range from 15 to 25 House Points. This will often be in response to a contribution to the school community or being a senior leader's star of the week.

Each student will be awarded (through central admin) an additional House Point every week for:

- A "clean slate" for no recorded warnings in a week
- For being organised (having no equipment or uniform negatives issued)
- No late to lesson negatives in a week.

Tutors will award an additional House Point to their tutees who achieve 100% attendance in the previous week.



Certificates: Students will achieve certificates based on the number of House Points they received in each year. These will be awarded termly and recorded in Class Charts.

Bronze	(100)
Silver	(200)
Gold	(300)
Ruby	(400)
Platinum	(500)
Sapphire	(600)
Diamond	(700)
Deputy Headteacher's Award	(800)
Headteacher's Award	(900)
Governors' Special Award	(1000)
Areté Award	(1250)

Commendations: Awarded termly to one or two students in each class for excellent effort, improvement or attainment.

Special Commendations: Awarded annually to one or two students in each subject for outstanding effort, improvement or attainment.

Rewards Assemblies: At the end of term, Rewards Assemblies will be held for each Year Group.

Rewards Trip: Students who have not been in a planned full day reflection (i.e. not counting on-call lesson removals or temporary part-day measures whilst investigations have been ongoing), or external suspension in the preceding academic year and who have achieved a minimum of 500 House Points in that academic year will be able to participate in a special rewards trip at the start of the next academic year.



The House System

Our House system is an important part of our commitment to a student's personal development. It allows every student and member of staff to feel a sense of belonging by becoming a member of Artemis, Athena, Demeter, Hera, Hermes, Poseidon or Zeus House. By being a member of the House, students and staff are encouraged to show team spirit as all of the Houses thrive on events that build community, cohesion and competition.

There are many House events throughout the year from all areas of school life. This blend ensures that everyone has the opportunity to represent their House in something that they enjoy or are good at.

All students have the opportunity to earn House Points for their House. These are awarded for things such as good work, contribution to lessons and participation in House competitions. Students can also gain valuable House Points every week for merely doing the right thing. House Points are awarded for perfect attendance, punctuality, uniform and equipment.

At the end of the academic year all House Points are added up and one House wins the overall trophy.

House Ties: Students may apply for a House tie from Year 8 onwards once they have achieved a minimum of 500 House Points and subject to other conditions

Colours Ties: Students may apply for a Colours Tie from Year 9 onwards with evidence of their continued strong contribution to the life of the school and the local community. A minimum of 6 months must have passed since gaining their previous tie. Their application must be based on the new evidence of what they have done since their previous tie.



THE HOUSE SYSTEM

HOUSE CUP:

Awarded to the house with the most House Points at end of school year.



SENIOR HOUSE CAPTAIN:

A position of house leadership in the Sixth Form. Responsible for organising house activities, coordinating competitions and fundraising events.



HALF AND FULL COLOURS:

Special ties awarded to students who make an outstanding contribution to their house and school. They will be positive role models in our community and carry additional privileges.



HOUSE TIE:

Awarded in recognition of a significant contribution to their house and school community. Criteria include gaining a set number of House Points, competing in house events and involvement in extracurricular clubs or activities.

Special privileges are awarded to House Tie holders.



HOUSE CAPTAIN:

Will have a responsibility for organising their tutor groups for house activities. This includes meeting with Senior House Captains about events and coordinating efforts to ensure participation in extracurricular events and inter-house competitions.



HOUSE ASSEMBLIES:

Termly assemblies in recognition of students' contributions to their house.



HOUSE COMPETITIONS:

Run throughout the year to allow students to gain more ambition points for their house and will cover a range of different activities and themes.



HOUSE POINTS:

Collecting House Points contributes towards your house's point total throughout the year. Collected inside and outside of lessons, for independent learning and inter-house competitions.





Expectations of Student 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 sitting 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
- students must adhere to entry and exit routes around the school (particularly those signed as one way)
- 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, undertaken 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



AMENDING BEHAVIOUR: IN THE CLASSROOM

Serious incidents that disrupt teaching, undermine staff or concern health, safety and wellbeing may escalate to higher sanctions without following earlier steps.

Independent learning and equipment warnings do not contribute to lesson removal.

PERMANENT EXCLUSION:

Persistent breaches and or serious health and safety risk to others.



FIXED TERM SUSPENSION:

Issued for verbal abuse of staff; racial or sexual abuse; unprovoked assault on another student; evidence of bullying; theft; other risk to health and safety or disruption of good order.



REFLECTION ROOM:

Senior member of staff called to remove student due to serious incident. On-Call staff member to take to the Reflection Room, or refer to the Headteacher to consider issuing a fixed term suspension.



FACULTY REPORT:

Where persistent negative behaviours occur in one particular subject area a faculty leader may place a student on a faculty report.



LESSON REMOVAL:

Given if a student still displays poor behaviour after final recorded warning. On-Call staff notified to collect student and take to the designated removal classroom. Failure to comply or continued disruption will escalate to a full removal to the Reflection Room for remainder of the day.



FINAL WARNING:

Given if a student's poor behaviour continues after a first recorded warning. Warning recorded directly into Class Charts. Staff make clear to student that 3rd warning will lead to lesson removal. Provide chance to amend behaviour eg moving student outside for "cooling off" period.



VERBAL WARNING:

Stated specifically and clearly as "That is a verbal warning" – only after normal techniques below have failed to correct a student's poor behaviour.



NORMAL CLASSROOM MANAGEMENT TECHNIQUES:

Application of assertive behaviour management strategies including seating plans, the use of voice, presence, eye contact, humour, specific phrases, or reminders.





Amending Behaviour in the Classroom

All staff will deal with misbehaviour in the classroom in a staged way, with the aim of getting the student to amend their behaviour, developing as follows:

1. Normal Classroom Management Techniques: for example – use of voice, presence, body language, eye contact, humour, a quiet word. Seek to establish a quiet and calm working environment from the start with each class, with no shouting out or talking over each other.
2. Verbal warning: this will be said clearly to the individual student with a brief explanation of the reason. Whole classes must never be given a verbal warning.
3. Final warning: as above. Given if the student is still continuing with poor behaviour after their verbal warning. Warning will be recorded directly into Class Charts. Staff will make clear to the student that another incident will lead to lesson removal – provide a chance for the student to make a good choice and amend their behaviour – e.g. by moving them within the room or moving them outside for a brief “cooling off” period (5 mins max).
4. Lesson Removal: Given if the student still displaying poor behaviour after a final warning. Lesson removal recorded directly into Class Charts. On-Call staff notified via Google Hangouts. The student is then removed to another room within the school for the rest of the lesson. If possible, the student will be sent with work. The On-Call member of staff will decide whether the matter needs escalating to a period of time in the Reflection Room or any other level of sanction. The actions taken will be centrally recorded.
5. Reflection Room: Member of staff to escort a student either because of refusal to complete lesson removal or because of a serious incident. The student may be put in the Reflection Room for the rest of the day or returned to the following lesson after being dealt with by On-Call staff.

Serious incidents that disrupt teaching and learning, undermine staff or concern health, safety and wellbeing may escalate to higher sanctions without following earlier steps.



Homework

- No verbal warning is required for missing homework. Incomplete homework warning issued straight into Class Charts.
- The teacher will make it clear to the student that if that piece of homework is not completed and handed in for the next lesson, then homework refusal will be put into Class Charts and a homework detention will be issued after school the following day.
- Whenever the teacher requires completion of a piece of work (for example, it is a common assessment piece), they are able to continue this process and inform the student that the work must be completed for the following lesson and that failure to do so will lead to another homework refusal and an after school homework detention. It is down to the judgement of the teacher how long they persist with this approach but the provision exists so that a student can never decide that it is worth it to trade a 1 hour detention for a substantial piece of assessed work. If after three detentions the piece of work is still not forthcoming the teacher should involve their faculty leaders in pursuit of parental contact to get the work completed.
- Students receiving three incomplete homework warnings in a week (from any subject) will receive the homework refusal negative and a homework detention will be issued after school the following day.
- Where the failure to submit homework is becoming a pattern by an individual student across a range of subjects then the Head of Year should intervene with a contract and further measures as required.

Equipment and Uniform Checks

- Equipment is checked by form tutors each morning and recorded warnings are issued in Class Charts for a lack of any items
- We understand that students may occasionally forget an important item of equipment or uniform and our Class Charts system will inform students, parents and carers of a negative event but will only issue negative points for multiple or repeated incidents of missing equipment and uniform.
- Some subjects have specific equipment requirements such as Physical Education and Food Technology. If a staff member believes that a student is deliberately failing to bring equipment on a regular basis to avoid completion of subject based work then they will issue an equipment refusal warning which will trigger an after school detention the following day. If this does not resolve the issue then will next involve their faculty leaders in making a parental contact.
- Where a pattern is emerging across a range of different subjects the Head of Year should intervene with a contract and/or parental meeting to explore the issue and seek to resolve.



AMENDING BEHAVIOUR: AROUND THE SCHOOL

All staff to collectively and consistently enforce this system adhering to the established framework. Students will begin each week with a clean slate. Only negatives gained in the calendar week will contribute to detentions.

Negative points will be reset at the end of each academic year.



PERMANENT EXCLUSION:

Persistent breaches and or serious health and safety risk to others.



FIXED TERM SUSPENSION:

Direct verbal abuse of staff; racial or sexual abuse; bullying; theft; possession of vapes or drugs; assault; health & safety risk.



PASTORAL SUPPORT PLAN:

Pastoral Leaders can establish a support plan to intervene with students more seriously/persistently breaching school rules, and as a follow-up to students at risk of exclusion.



REFLECTION ROOM:

Bullying; failure of report; truancy; repeated refusal to follow reasonable requests, follow school rules or attend detentions.



ON REPORT:

Form Tutor and Head of Year can intervene to deal with persistent or repeated breaches of school rules by placing students on report to clearly outline expectations.



SCHOOL DETENTION:

5 negative points in any one week = 1 after-school detention.

Senior and pastoral staff can issue detentions straight away for reasons such as refusal to follow a reasonable request and disruptive behaviour.



RECORDED & FINAL WARNINGS:

Deliberate disobeying of school rules including persistent uniform violations; out of bounds; physical contact; lateness without valid reasons; or unsatisfactory response to verbal warning from staff.

Bad or aggressive language could trigger a verbal warning or recorded negative points, along with a referral to Head of Year depending on context.



VERBAL WARNING:

For forgetting rules such as being out of bounds; uniform issues; disruption; running inside etc. A verbal warning will be issued by a member of staff.



Amending Behaviour Around the School

All staff will deal with misbehaviour around the school in a staged way, with the aim of getting the student to amend their behaviour, developing as follows:

The student is spoken to and given a verbal reprimand or reminder where you deem that the student has been forgetful of the school rules. This is NOT a “Verbal warning” as issued in class but is more like Phase 1 of the in-class pyramid. In other words using normal strategies to correct the misbehaviour.

Recorded warnings will be made straight into Class Charts where the member of staff has a device with them, or put onto Class Charts at the first opportunity for the staff member to do so. For staff members without a device, they will inform a pastoral support assistant and ask for the warning to be recorded on their behalf. Recorded warnings will be given for deliberate disobeying of school rules – eg persistent or deliberate failure to comply with uniform; breaching security protocols; late to lessons without valid reasons; or unsatisfactory response to a verbal reminder from a staff member. Bad language, depending on the details and context, could range from a verbal reminder up to a period of time in the reflection room. Deliberate littering and chewing gum will receive 2 negative points, plus confiscation of any remaining chewing gum.

Where a member of staff comes across behaviour around the school that they deem to be sufficiently serious and going beyond the instances covered above, so, for example, finding students that are fighting or have been fighting; or smoking/vaping (please note that as a no smoking school/site that this approach treats vaping in exactly the same way as smoking); or engaged in bullying activities (including of a racial or sexual nature), then the member of staff will take the student or students to the relevant Head of Year or a Pastoral Support Assistant, engaging the help of other staff if necessary, and report the incident and what they know to the staff member who will then conduct an investigation and deal with the students concerned accordingly (using the higher levels of the sanctions pyramid). Where the staff member is unable to take the student/s personally to the Head of Year (because students refuse to go or because the staff member is supervising other students and can't safely leave them), then they must report the incident as quickly as possible to the relevant Head of Year so that they can follow up before there is any further escalation of the situation.

In a situation where the student runs off and either does not provide their name, or it is suspected that they may have provided a false name, then this should be referred to the On-Call team with a description, time and place of the incident so that the student can hopefully be identified. This can best be avoided by always asking for the student's name prior to raising the issue of their behaviour. Students should be reminded calmly that failure to engage with staff will only add to the level of seriousness of any sanction that they might receive. Staff will seek to give students every chance to calm down and reflect on their actions. The aim of our work is to achieve the amending of the behaviour of the student.



Procedural Clarification of Other Parts of the Positive Conduct System

School Detentions

School detentions* are issued where behaviour does not meet the standards expected of students (indicated by 5 negative comments in a calendar week) and will run daily from 3.15pm to 4.15pm in the Main Hall. Detentions will be issued through the Class Charts System. Parents and students will be informed of the detention via Class Charts and the student will receive a detention slip. They will receive at least 24 hours notice of the detention, indicating the date that the detention must be served. Class Charts provides flags to indicate a student has a detention in the evening. Period five staff should remind students of their need to attend detention after school where flagged.

**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.*

Contract

Students who have gone through the system and reached 'contract' will have a personalised contract established. All teachers of that student will be notified and it will be the responsibility of each teacher to complete the section against each relevant target of the contract for each lesson that they teach that student during the period of the contract. It is important when completing contracts that the member of staff has read the targets and comments specifically on them. Contracts are commenced automatically if a student receives four detentions. These will be managed by the Form Tutor as an Amber Contract in the first instance. Form Tutors may also initiate a Contract for any of their tutees who they feel is displaying a worsening behaviour or attitude to learning. Where a Form Tutor Contract fails to have the desired impact, the Form Tutor can refer the student on to the Head of Year who will place them on to a Red Contract. The Head of Year will issue a day in reflection to the student for failing to meet the requirements of the Form Tutor contract and the Head of Year will then manage / monitor the new contract. A Head of Year may decide to place a student directly on to a Red Contract if their behaviour or attitude to learning has been particularly worrying. All contracts will involve parental contact and will focus upon the needs of the student in terms of behaviour modification. These will be targeted and will have a time scale. Where a student fails to meet the requirements of a Head of Year contract they might decide to extend the contract for a longer period if there was evidence that the student was making some progress but hadn't got there yet; or they may decide to refer the student to the Assistant Headteacher (Engagement/Wellbeing) who will consider the next steps and may decide that a Pastoral Support Plan be developed.

Reflection Room

Students will be collected in the morning by the Head of Year and taken to the reflection room. The members of staff running the reflection room will ensure appropriate work is set and will administer the period of reflection. Supervision of the Reflection Room is carried out by the Pastoral Support Assistants, Heads of Year and Senior Leaders on a rota basis. Students are in the Reflection Room for the whole day and will receive supervised break and lunch times in the reflection room where a simple range of food and drink will be available. Referrals to the Reflection Room will only be applied by members of the Extended Senior Leadership Team, Heads of Year or Pastoral Support Assistants.



Rules of the Reflection Room

Rules of Reflection:

- students must switch off and hand over their mobile phone to the staff member as they enter;
- students must not communicate with one-another in any way other than in break times designated by the staff members in the reflection room;
- students must not try to engage in conversation with supervising staff other than as a part of reflection activities with designated staff;
- students should sit quietly and complete the work set for them.

Failure to cooperate in the Reflection Room may lead to a fixed term suspension and the period of reflection being repeated. Repeated Reflection days (more than 5 in a term) will result in the production of a Pastoral Support Plan.

On-Call System

This should be used when:

- a student has reached the point of requiring a lesson removal
- a student is violent or seriously abusive/threatening to another student;
- any circumstances when a member of staff feels threatened by the language or behaviour of a student;
- a student has been or is going to cause damage to themselves or the school;
- if a student has been collected and removed to another room for lesson removal but continues to disrupt teaching and learning;
- a student repeatedly refuses to cooperate with a reasonable request from a member of staff.

The member of staff sending for On-Call must complete a serious incident form as soon as possible after the incident and send it to the relevant Head of Year for follow up.

The person responding to On-Call will employ a number of strategies to deal with the incident depending upon its nature. The outcome may be a lesson removal, period of reflection or it may be appropriate to deal with the issue and return the student to the lesson. In **some** situations it may lead to the issuing of a fixed term suspension or in extreme cases a permanent exclusion. Such decisions will be explained back to the member of staff for information.

Pastoral Support Plan

A Pastoral Support Plan (PSP) can only be directed by members of the senior leadership team. These will only be initiated for students who are at increasing risk of suspension and permanent exclusion. To be placed on a PSP other interventions will have failed – e.g. Form Tutor and Head of Year contracts will have been tried and they will have failed to amend behaviour. The student will typically have had several days in isolation and possibly some suspensions. School leaders may also decide to create a PSP where a student has been involved in a more serious incident or some worrying or dangerous behaviour that suggests the need to move more quickly to a PSP. A PSP will involve parental engagement and potentially external agency involvement depending on the circumstances. They will be designed Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) targets for improvement. Where a student fails to meet agreed targets in a PSP, the senior leaders have the option to extend the PSP (where a student has shown signs of improving behaviour) or to refer the case to the Headteacher for consideration of an external suspension.

Referral to Engage

Students who are at risk of suspension and permanent exclusion may also be referred to the school's Engage facility to access additional specialist support for their behaviour. This may involve scheduled therapy sessions or timetabled curriculum opportunities.



Weekly Clean Slate

A week is a long time for a young person so to encourage good behaviour and in pursuit of helping students to amend patterns of behaviour, all recorded warnings that fall below the next level of detention sanction (i.e. the point at which another school detention will be issued – so, less than 5, less than 10, less than 15 etc) will be wiped clean each week. *e.g. a student with a total of 4 recorded warnings on a Friday will not receive a detention for gaining 1 on the following Monday however a student with 5 recorded warnings on Friday will receive a school detention the following Monday and then start their clean slate of negatives the following week.*

This can be a useful point in helping a student to behave sensibly, especially as the week goes on. A weekly clean slate does not however mean that a student's negative behaviour points are reset for the year and an ongoing tally of accumulated points will be retained in the Class Charts system

Reasonable Adjustments in Individual Cases

Where it is agreed, in advance, between the SENDCo, Assistant Headteacher (Engagement/Wellbeing) and the Headteacher that an individual student should be in receipt of individual reasonable adjustments, these will be applied in accordance with a personal provision that has been established for that individual. It is impossible to record every possible reasonable adjustment that might be agreed here in this policy but listed below are a few possible examples to illustrate:

- It may be deemed inappropriate for an individual to sit normal detentions and provision may be made for that student to be individually detained at lunchtime or in a separate, supervised room at the end of school.
- It may be felt necessary for an individual student to be given a specific time-out card to be used in a lesson as a means of having additional calming time to break a pattern of escalation in negatives.
- It may be agreed that a student has an adjusted timetable to better enable them to succeed, academically and in terms of their behaviour.

Classroom Management Guidelines for Staff

Staff will:

1. Adopt a staged response when dealing with disciplinary problems in line with the PC pyramids.
2. Set clear aims and expectations of the students for the students they teach.
3. Employ a range of teaching and learning styles to challenge and engage students fully in the classroom.
4. Act as role models for students and operate in a professional manner at all times, including:
 - Good timekeeping.
 - Consistent and calm response to misbehaviour.
 - Criticise the poor behaviour not the individual.
 - Leave rooms tidy.
 - Dress appropriately as described in the staff code of conduct.
 - Use challenging, but *appropriate* language.
 - Provide feedback regularly in accordance with school policies.
 - Give public support for colleagues.



To support high standards of behaviour and an excellent climate for learning staff will additionally do the following:

- meet and greet students at the door, supervising an orderly entry to the room;
- establish clear and sensible seating plans using a clear methodology to support a strong climate for learning - for example, using boy/girl seating at KS3;
- insist on the removal of any outdoor clothing;
- ask to see notes if students are incorrectly dressed and deal with uniform breaches if not already done so by another member of staff earlier in the day.
- never allow chewing or eating in class;
- do not allow students to sit on tables, desks or benches;
- expect and insist on silence when they are speaking;
- do not ignore bad language or any other form of unacceptable behaviour: to accept is to condone;
- always challenge racist or sexist or homophobic comments or language and refer to Head of Year (these are categorised as Referable Incidents within Class Charts);
- leave the room tidy, including a clean board, at the end of the lesson;
- always ensure homework is recorded in planners;
- always follow the Positive Conduct Policy;
- report graffiti/damage to the Head of Year as soon as possible at the end of the lesson;
- treat the students with respect and expect to be treated with respect in return;
- seize every opportunity to praise good work, effort and conduct.

Individual staff will not be able to issue after school detentions, these can only be official school detentions as described above. However, individual staff will be able to detain students at the start of break and lunch for 5 minutes without prior warning if they wish to discuss a behavioural incident in the lesson.

Students will not be allowed to leave a classroom for any reason except in an emergency or under the direct request of the member of staff. If a student asks for permission to go to the toilet the staff member should do their best to dissuade and discourage this but should also seek to understand the reason and be mindful of individual needs of students (for example, from their SEND needs or other associated documents).

Ultimately, the member of staff must allow a student to go to the toilet if, in their judgement, the student is desperate to go. No one should be put into an embarrassing situation through an adamant or unthinking refusal to allow a student to go to the toilet.

Toilet pass system – each member of staff will only allow one student at a time to leave the class to go to the toilet. They will record this immediately on Class Charts so that a record is kept of who has gone to the toilet and the time they have left the room. Staff will sign a student's planner as permission to leave the lesson.



Class Charts Positive Behaviours - Points Values

Most recording of positive events will be completed by staff however some events will be automated

Automated Intelligence Events – House Points

No negatives – <i>Previous week</i>	(2 positive points)
No lates – <i>Previous week</i>	(2 positive points)
Good organisation – <i>Previous week</i>	(2 positive points)

Tutor time – House Points

House Points	(1-5 positive points)
LIFE	(1 positive point)
100% Attendance – <i>Previous week</i>	(2 positive points)
LIFE passport - 4 challenges complete	(5 positive points)
LIFE passport - 8 challenges complete	(10 positive points)
LIFE passport - 10 challenges complete	(20 positive points)

In Class and Around School – House Points

House Points	(1-5 positive points)
Head of Year Praise	(10 positive points)
Head of Faculty Praise	(10 positive points)
Senior Leader Recognition	(15 positive points)
Deputy Headteacher Recognition	(20 positive points)
Headteacher Recognition	(25 positive points)



Class Charts Negative Behaviours - Points Values

One incident of forgetting equipment, uniform or a Chromebook in a calendar week will create a concern which is a negative incident but does not carry a negative point. If this happens again within the calendar week it is escalated to a repeated concern which carries one negative point. A third incident in a calendar week is designated refusal which carries five negative points and triggers an after school detention.

Tutor time – Recorded Warnings

Equipment concern	(0 negative points)
Repeated equipment concern	(1 negative point)*
Equipment refusal	(5 negative points)*
Uniform concern	(0 negative points)
Repeated uniform concern	(1 negative point)*
Uniform refusal	(5 negative points)*
Chromebook concern	(0 negative points)
Repeated Chromebook concern	(1 negative point)*
Chromebook refusal	(5 negative points)*

In Class and Around School – Recorded Warnings

Lateness to lesson (>5 mins)	(1 negative point)
Disruption	(1 negative point)
Poor classwork	(1 negative point)
Mobile phone misuse	(1 negative point)
Physical contact	(2 negative points)
Other warning	(1-5 negative points)
Uniform concern	(0 negative points)
Repeated uniform issues	(1 negative point)*
Uniform refusal	(5 negative points)*
Homework concern	(0 negative points)
Repeated homework concern	(1 negative point)*
Multiple homework incomplete	(5 negative point)*
Homework refusal	(5 negative points)*
Recorded Warning	(1 negative point)
Final Warning	(1 negative point)
Lesson Removal	(1 negative point)
Reflection Room	(1 negative point)

*Automated within Class Charts system



Recorded Incidents (With no negative value)

Toilet Pass	(0 negative points)
Use of Time Out Card	(0 negative points)

Referable Incidents

Bullying, racist abuse, LGBTQ+ abuse, E-Safety, smoking/vaping, sexual misconduct, sexualised name-calling and other serious incidents. These will carry a negative weighting of -1, not because this is the level of sanction but in order to log the event within the system. Sanctions will typically be much higher but will be decided upon following the referral to the Head of Year who will conduct an investigation and either impose a sanction at their level or involve senior staff for the highest levels of sanction if these are warranted by the circumstances. Parents and carers will be contacted by the relevant members of staff.



Searching and Confiscation

- Stokesley School reserves the right to search students 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 A contains more detailed information about searching and confiscation.***

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 Assistant Headteacher, (Engagement/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. Additional reasonable adjustments may be made to support the student to address behaviours exhibited.

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

----- **End of Policy** -----

Policy Author:	Mr M Fenwick, Headteacher, Stokesley School
Monitored by:	Mr. J. Burns, Assistant Headteacher, Stokesley School
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Appendix A - Searching, confiscation, reasonable force and banned items

Searching, confiscation and reasonable force

There are circumstances under which students 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. A member of staff can use reasonable force to search a student where there is suspicion that the student is in possession of a dangerous item. The decision to use reasonable force is made on a case by case basis and will only ever be used in extreme cases. ([See Government Guidance](#))

Searches will take place when there is suspicion that a student or students are in possession of banned, illicit or dangerous items.

Searches will be carried out to protect the privacy and dignity of the student being searched. Two members of staff will be present to conduct a search. A member of staff who is the same sex as the student being searched will conduct the search. There are exceptional situations when one member of staff will conduct a search:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the student or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.
- Staff who carry out searches are authorised by the Headteacher to do so. The Headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all students and staff with support from the designated safeguarding lead (or deputy).
- Searches will usually take place in the office of a member of the Senior Leadership Team or in a room that ensures privacy for the student being searched.
- Strip searches on school premises can only be carried out by police officers. The decision to strip search is a police matter, school staff retain a duty of care to the student(s) involved and will advocate for student wellbeing at all times.
- Following a search, parents/carers will be informed, whether banned, illicit or dangerous items are found or not.

Under Government Guidance schools can use reasonable force to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

There are rare occasions in school when students have to be physically restrained either for their own safety, or for the safety of others. In these circumstances, parents are informed at the earliest opportunity and detailed records of the incident are kept.



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 (including 'fun snaps') or items where it is suspected that they may be used to commit an offence, can be searched for and confiscated.
- Students 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 are not necessarily returned to parents.

There are a number of items that are banned in school and may be confiscated because they are considered detrimental to maintaining the high standards of behaviour and safety that we set at Stokesley School, these items are outlined below:

Aerosols

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.

Mobile Phones

Mobile phones are allowed in school but must be switched off and remain in students' bags throughout the school day. This rule applies from the moment students enter the school site until the time they leave.

We reserve the right to confiscate mobile phones if:

- they are being used or are visible whilst on the school site, including in social areas outside of lesson time
- they have been or are suspected to have been used for the purpose of bullying or a potential criminal activity such as, but not exclusively, sexting or sharing inappropriate images (in cases such as this, mobile phones may be handed to the police)
- the phone is being used with earphones

When confiscated, mobile phones are placed in reception and are generally returned to the student at the end of the school day. If a student refuses to hand over their mobile phone, they will be removed to our reflection room, this means that students are then isolated for a period of one day. They are still expected to hand over their mobile phone.

High Energy Drinks

High sugar and caffeine based drinks are banned in school. The health risks around the consumption of these types of drinks is well documented and they have a negative effect on behaviour. Students are encouraged to drink plenty of water in school and use the free dispensers around the school site.



Jewellery

- Students are allowed to wear a watch in school: no other items of jewellery are allowed to be worn in school.
- Heads of year and form tutors will check uniform and jewellery daily. Earrings, rings, necklaces and bracelets are confiscated and placed in reception for collection at the end of the day.
- Wearing jewellery incurs negative behaviour entries on a student's behaviour record and all staff will act in confiscating jewellery from students, as they will with all banned items
- As with mobile phones, refusal to comply with our expectations will result in an escalation of sanctions.

Hooded Tops

- We take great pride in the standard of uniform worn by our students.
- Students are not allowed to wear pullover hooded tops in school. Hooded tops will be confiscated from students and returned at the end of the day in line with jewellery and mobile phones.
- We strongly recommend that students wear appropriate outdoor jackets/coats during periods of cold and wet weather.
- Students are not allowed to wear sports tops, hooded tops or any other form of clothing underneath their school blazer. Students will be instructed to remove such items and will go through the stages outlined in our positive conduct system should they refuse to comply with such reasonable requests.

Medication

If a student is using medication (prescribed or not), school must be informed by a parent/carer and the medication will be stored in a safe and controlled area within school, failure to inform school may leave the student open to sanctions applying if they are found to have medication upon their person or amongst their belongings.

We expect all students to comply with our behaviour expectations. Where students refuse to comply with our expectations, further sanctions will be given in line with our behaviour policy and are at the discretion of the heads of year and senior leadership team.

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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf



Appendix B - 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 (or a deputy) 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 NYC 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.

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.

---- **End of Appendices** ----