



Denefield School

Behaviour and Discipline Policy

Approved by Standards on	November 2023
Date of next review	June 2024
Review cycle	Annual
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owner	Headteacher
Location of policy	Website



Behaviour and Discipline Policy

Status

Statutory

Aim

This Policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour
- Outline how students are expected to behave
- Outline core classroom management routines
- Summarise the differing roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our systems of rewards and sanctions
- Outline how we communicate with parents/carers

At Denefield School we are committed to providing a safe learning environment free from disruption where students are enabled to achieve their potential. We strive to create a friendly environment while setting our expectations high and insisting on strict standards of behaviour and courtesy. The ethos of our school is based on creating excellent relationships between all who work and learn here. These relationships are characterised by mutual respect, consideration and common courtesy – irrespective of race, gender, sexuality, disability, faith/religion or socio-economic status. We highly value a positive atmosphere in our community. Every member of our school community is important and valued. We aim to promote and develop our school's CHARACTER values: confidence, happiness, articulacy, resilience, ambition, courage, tolerance, empathy and respect. Our CHARACTER education programme called "Success for Life" supports the personal and social development of every student in our school. We expect all of our students to demonstrate self-discipline, self-regulation, respect and pride in their school.

It is important to understand that as a parent/carers who has chosen to send your child to Denefield school, you are agreeing to the way that we run our school as detailed in the pages of this policy set out below.

Work Hard. Be Kind. Be the best version of yourself everyday.

At Denefield, we know that if every student “Works Hard, shows “kindness” to themselves and others, and gives the “best version of themselves” to the community each day then we will continue to create a caring atmosphere and an excellent learning environment.

We celebrate students who aspire to be the best that they can be. Students who work hard, aim high and aspire to do their best in every aspect of their school life. Students who reflect on their success and respond positively to feedback.

We celebrate students who demonstrate excellent behaviour at all times. Students who meet all deadlines, complete all work to the best of their ability, present themselves in a smart, courteous and polite manner – and students who take responsibility for their actions.

We celebrate students who are active members of the Denefield and wider community and who build positive relationships. Students who work well as a team, work collectively and co-operate and support each other.

Through our core school values and CHARACTER education we aim for our students to be confident, kind, respectful and focussed on their learning. Promoting good behaviour and preventing poor behaviour in a clear and consistent way is essential. Through good models of adult behaviour, consistent approaches in dealing with students, and fostering students’ self-esteem – we want to build self regulation and autonomous adherence to high standards by all students. Our behaviour and culture team, and our school routines, support positive working attitudes in our school community.

We implement behaviour, discipline and rewards practices which are made explicit to students through teaching, assemblies and the tutor programme. Rewards and sanctions will be implemented consistently. As outlined in guidance from the Department for Education, all staff in our school have the power and responsibility to discipline students for misbehaviour.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice \(January 2015\)](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement with the Department for Education and articles of association.

Roles and Responsibilities

The Trust Board will:

- monitor, review and evaluate the Behaviour and Discipline policy through reports to the Standards committee three times a year;
- monitor data on exclusions by protected characteristics through reports to the Standards committee three times a year;
- conduct 'climate check' visits to understand the culture of the school; and
- convene a Trustees' Disciplinary meeting if required.

The Headteacher will:

- implement the school's Behaviour and Discipline Policy;
- promote self-discipline and proper regard for authority among students;
- insist on a respectful culture from all members of the school community;
- encourage good behaviour and respect for others,
- regulate the conduct of students through observation, reporting and monitoring systems;
- provide appropriate training for staff in behaviour management as necessary;
- review exclusions each term.

The Deputy Headteacher / Assistant Headteacher (Welfare and Personal Development) will:

- ensure systems are in place to enable staff to manage incidents of poor behaviour effectively;
- liaise with the Heads of House and Heads of Faculty to establish appropriate and focussed intervention for persistent poor behaviour;
- liaise with the SENDCO regarding individuals of concern to explore any underlying SEND needs;
- monitor the effectiveness of faculty systems to secure a consistent approach across the school;
- review behaviour data to identify key groups or individuals of concern.

Heads of House will:

- maintain an overview of student conduct across their House;
- produce reports to identify successes and concerns of individuals and groups;
- ensure appropriate, focussed and timely intervention is put in place for key groups or individuals of concern;

- seek advice from the SENDCO regarding individuals of concern to explore any underlying SEND needs.

Heads of Faculty will:

- ensure that the curriculum and pedagogy used in each subject are well thought out and of a consistently high standard;
- secure high quality learning, teaching and engagement through the use of the Denefield Lesson on a Page approach to learning;
- liaise with colleagues in their areas to secure good behaviour and progress;
- ensure the Behaviour and Discipline policy is consistently applied within the curriculum/subject area;
- ensure the behaviour protocols are consistently applied within the faculty area
- produce cyclical reports to identify successes and concerns of individuals and groups;
- ensure appropriate, focussed and timely intervention is put in place for key groups or individuals of concern;
- seek advice from the SENDCO regarding individuals of concern to explore any underlying SEND needs.

The SENDCO will:

- establish an appropriate, focussed and timely intervention strategy for SEND students;
- participate in the review process for students with SEND;
- facilitate training for staff around interventions for SEND students;
- facilitate the implementation of reasonable adjustments where appropriate.

All staff will:

- model positive behaviour and promote the CHARACTER values at all times;
- encourage students to behave appropriately and show respect for others;
- report behaviours of concern.

Tutors will:

- encourage students to demonstrate the CHARACTER values;
- monitor and intervene with tutees regarding house points and negative points and any other behaviour issues;
- make, and keep records of, contact with parents/carers to establish any patterns of concern.

Teaching and support staff:

Teaching staff and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- plan ambitious, knowledge-rich and lessons, based on the Denefield Lesson on a Page approach to teaching;

- build positive relationships with students, including giving every student a fresh start and finding reasons to praise, reward and smile;
- refer to student passports and behaviour support plans where appropriate;
- use effective behaviour management techniques and the stage process before considering removal from the classroom;
- follow up with contact with parents and carers and/or repair meetings where appropriate;
- provide clear and explicit instructions regarding behaviour expectations;
- encourage students to demonstrate the CHARACTER values during lessons;
- apply behaviour protocols fairly and consistently;
- consult with the SENDCO regarding teaching strategies and specific needs for SEND students.

Parents/carers will:

- take an active interest in their child's work and progress and encourage their children to do their best at all times;
- support the authority and discipline of the school;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behaviour concerns with staff when necessary;
- treat all staff, students, parents/carers and visitors fairly, equally and with dignity and respect.

Expectations:

We expect the highest standards of behaviour always from our students, in and out of lessons, and at any time when they are recognisable as a member of Denefield school. This includes when they are on site or in the wider community. We expect our students to be ready and able to learn at all times. This means that they are in the correct uniform, attend regularly and are properly equipped and prepared to work hard in their lessons and on their homework. We teach students how we expect them to behave through explicit instruction at induction, in tutor times, through assemblies and in our Success for Life programme.

All parents/carers are expected to have read our behaviour policy at the beginning of each academic year.

Rewards and sanctions will be implemented consistently by the school team following our guidance to staff.

How we expect students to behave is outlined below.

Student code of conduct

Students are expected to:

- Ensure that mobile phones and other devices are turned off and in bags on arrival at the school gates – mobile phones must not be seen in school or on our school site at any time or they will be confiscated and only released to an adult parent/carer
- Be on time to school
- Be on time to lessons
- Bring the correct equipment to school in order to be successful
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow the instructions of staff
- In class, make it possible for all pupils to learn
- Work hard in lessons
- Act on teachers' feedback
- Complete homework and meet deadlines
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

At Denefield, we value and will actively encourage students who demonstrate our CHARACTER values.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunch times
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school's rules, routines and expectations
- Threatening behaviour to any member of our school community
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking and/or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vaping products, fireworks, pornographic images, aerosol sprays, chewing gum

- Possession of any item that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, and person – including students

(This is not an exhaustive list. Sanctions will be issued by the headteacher in line with our expectations.)

There are 2 sets of legal provision that enable a school to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of students' property as a punishment.
2. The power to search without consent and to confiscate "prohibited items" – see "Keeping children and Young People Safe" searches guidance from the DfE.

Any prohibited items found in a student's possession will be confiscated. These items may not be returned to the students. If the student is in possession of an illegal item, this will be referred to the police.

The possession of knives or weapons in school is likely to lead to permanent exclusion from our school, with the case also being referred to the police.

If a knife or weapon has been brought into school with the intent of inflicting harm or to intimidate or act as a threat to another person, the school is likely to proceed to a permanent exclusion.

The school will always liaise and cooperate with external agencies and the Police when dealing with any disciplinary issues that are deemed unlawful.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship may involve an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial and other forms of discrimination	Racial taunts, homophobia, transphobia and other protected characteristics, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See our anti-bullying policy for further information.

The school will take action against students who practise these behaviours including suspension/exclusion, particularly where serious breaches occur or misbehaviour is repeated.

Sixth Form students are required to be excellent role models for younger students. Their position as student leaders requires them to adhere firmly to the expectations of the school. Sixth Form students agree to demonstrate high standards of behaviour and a positive attitude at all times.

Procedures

Classroom management:

All students should enter the classroom on arrival and should then stand quietly behind their chairs and wait for staff to instruct them to sit down. This quiet and controlled entry to the lesson signals that the class needs to be ready to learn as soon as they enter the room. Where there are practical activities in Science or Technology lessons, classes should be instructed to line up outside the room and enter when instructed by the teacher.

In all lessons students should work in silence unless involved in purposeful dialogue organised and managed by the teacher.

For a calm and orderly start to the lesson it helps if staff stand at the doorway as students enter the classroom in order to control the flow of students. This is when staff should check for uniform infringements and set an appropriate tone to the lesson by speaking to students in a positive but firm manner as they enter. These checks should be minimal as tutors will have already made their morning checks of uniform and equipment.

All classes should be seated according to a seating plan devised by the teacher. An aid to good classroom management is to have a seating plan decided by the teacher. This includes tutor periods. Effective teachers use the seating arrangement as part of their planned strategies for learning. Students need to accept that teachers may change seating arrangements for sound educational reasons as well as to manage behaviour. It is school policy that classes are seated boy/girl. This includes tutor periods. A seating plan also helps teachers to check for vandalism, graffiti and chewing gum.

All classes should be aware that they should check for any damage to their work area at the beginning of the lesson and inform the teacher of any problems. They should know that if they do not let the teacher know, they may be held responsible if any problems are discovered by the teacher.

Teachers should always check the rooms at the beginning and end of every lesson to make it easier to discover the perpetrators of any deliberate acts of vandalism.

Teachers using computer rooms must always use fixed seating plans and equipment must be checked at the start and end of every lesson. These rooms must be locked at the end of lessons.

On arrival to their allotted seats students should remain standing and remove coats then take from their bags all books and equipment needed for the lesson. Once instructed to be seated students should immediately begin the 'Silent and Solo' activity which forms the opening to lessons and is often based on knowledge retrieval

To help an orderly start to lessons, students are required to be silent while the attendance registers are taken. Registers will be taken at the beginning of the lesson during the 'Silent and Solo' activity.

It is school policy that we have a 'hands down' questioning culture at Denefield. Our hands down approach is for when the teacher asks questions or requires feedback. Any student may be called upon in the lesson to answer a question or provide feedback. This is to ensure that all students are able to participate in lessons and no students monopolise the teacher's attention. Students can put up their hands to ask the teacher a question.

Dismissal at the end of a lesson is also important in helping to maintain an orderly atmosphere in class and around the site. Classes should wait to be dismissed row by row or table so that the teacher can supervise from the doorway. Classes should be dismissed in silence.

Students benefit from consistency. If we all insist on these expectations of behaviour we make it easier for ourselves, our colleagues and our students.

Consequences

Teachers have a number of proactive techniques in order to pre-empt and avoid potential misbehaviour. Equally teachers have been provided with a range of 'minimiser techniques', which will minimise the disruption to the whole class and avoid drawing attention to the low-level disruption. The school has a 'Staged Approach' to prevent behaviour deteriorating as students are given a chance to improve their behaviour before they receive a sanction.

In years 7 – 9, a student will be given their first warning for their misbehaviour (Stage 1) and it is expected that the student has then reflected and engages with their learning. Should the student continue to misbehave then the teacher will issue a second warning (Stage 2) and

remind the student that should they not correct their behaviour then 'on call' will be requested and the student will be removed from the lesson (Stage 3).

Stage 1	Stage 2	Stage 3
First warning	Second warning	Lesson removal.

In years 10 – 11, a student will be given their first warning for their misbehaviour (Stage 1) and it is expected that the student has then reflected and engages with their learning. Should the student continue to misbehave then 'on call' will be requested and the student will be removed from the lesson (Stage 3).

Stage 1	na	Stage 3
First warning	na	Lesson removal.

If the behaviour is serious then the teacher should ignore the first stages of the staged approach and immediately request 'on call'.

On Call

The school's 'On Call' system has been set up so that senior/middle leaders can support teachers in classrooms efficiently to deliver disruption free learning. Teachers notify reception that they require assistance for a Stage 3 and a senior/middle leader will attend and remove the student to our 'Inclusion Room' for the rest of the period. A student who receives a Stage 3 is given a 1 hour after school detention.

Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy.

Successful schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

These can include:

- A verbal reprimand. Extra work or repeating unsatisfactory work until it meets the required standard.
- Missing break time.
- Detention including during lunch-time or after school
- School based community service – such as picking up litter, tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- In more extreme cases schools may use suspension or permanent exclusion (further information can be found in our suspensions and exclusions policy).

It is important for the student to reflect on their poor behaviour. During either a detention or isolation they should be spoken to by a member of staff about their behaviour and how they could have managed the situation showing the school's CHARACTER values. Students are also expected to make an apology where appropriate, and this may be public, written or verbal, depending on the circumstances of the incident.

Detention

Should a student be issued with a detention, the school will inform parents/carers using SATCHEL 1.

Staff will always take into consideration not to set a detention when it is likely to place the child at risk, or where the pupil is known to be a carer, or suitable travel arrangements are not in place.

Staff Development

At least once per academic year all staff are reminded of our approach regarding behaviour.

Rewards

Denefield believes in the principle of a praise culture and seeks every opportunity to reward and praise students. The most frequent praise will be received verbally and in writing in response to achievement and effort in work, in class and for homework.

Positive behaviour will be rewarded with:

- Acknowledgement and praise
- Achievement points and postcards
- TOP (Today's Outstanding Pupil) awards
- Letters or phone call home to parents
- Special responsibilities and privileges
- Achievement assemblies
- Special awards – including CHARACTER awards and sports awards
- Headteacher teas
- Cinema experiences
- Trips and/or visits

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school.

This includes:

- Taking part in any school organised or school related activity such as trips

- Travelling to or from school
- When wearing the school uniform
- In some way identifiable as a student at the school

The school can also discipline when a student:

- Displays behaviour which will have repercussions for the orderly running of the school
- Displays behaviour that poses a threat to another student or member of the public
- Displays behaviour that could adversely affect the reputation of the school

Student support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs and disabilities co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, and at times external agencies to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents and carers to create the plan and review it on a regular basis.

When a student breaches a school rule, the systems designed in the school require students to reflect on their behaviour and through the support of the pastoral teams, the student recognises how they could have managed the situation differently. Students who have been suspended internally/externally and require extra-support will have a Behaviour Intervention Plan, which contains all the support provided to the student.

Inclusion

There are times when a young person is unable to access mainstream school for a number of reasons. This could be for behavioural issues, illness, mental health concerns or other areas where they might be disengaged in education. In these circumstances, the school is able to provide student's education away from the mainstream school in our onsite Inclusion area (ICE/ACE) or SLP.

The main focus and purpose of any student who enters one of our inclusion centres is to try and rehabilitate and/or support them in a smaller and nurturing environment so they can return back to mainstream. To enable this to occur it is essential that a student can be identified with their need so that possible strategies and solutions can be provided. These strategies may come from in school or external agencies.

Our inclusion centres have clear programmes of study which are often bespoke to specific young people. The importance of reflection is a key part of the programmes and students receive a personalised programme of support to go alongside their education. Each student must complete their programme successfully before being considered to return back to mainstream school.

There may be times when students return to our Inclusion Centre if they have become dysregulated or a relapse of their behaviour has been seen. If after a return to the Inclusion Centre, with further support given, an improvement is not made, the school would consider alternative provisions. This could include a respite period to a Pupil Referral Unit (PRU), exploring alternative provisions, offsite direction, or if appropriate, a managed move could be explored to another mainstream school.

Disability and Equality

Where the misbehaviour of students is related to special educational needs and disability (SEND), the Headteacher will make reasonable adjustments to enable those students to be included within the school community.

These will include:

- ensuring that staff have had training in the nature of SEND, and how they should treat students with SEND;
- ensuring that staff are aware of any student with SEND;
- ensuring that help is sought from external agencies to enable the school to make reasonable adjustments, where appropriate;
- ensuring that school resources are provided to assist in making reasonable adjustments where students may be deemed to be disadvantaged as a result of their protected characteristic;
- making reasonable adjustments to school organisation or of the timetable of particular students and
- Seeking support from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs.

Arrangements for monitoring and evaluation

This policy will be reviewed regularly and will be updated in response to new guidance and/or legislation as necessary.

Reports are provided to the Standards committee three times a year to enable the Trust Board to monitor data on exclusions by protected characteristics.

The Headteacher reports termly to the Trust Board to enable them to monitor and evaluate the impact of the school's policies, practices and procedures.

Who/what was consulted

- The Senior Leadership Team
- The House Team
- School Council

Links to

- Anti-bullying Policy
- Attendance Policy
- Behaviour on a Page (Appendix 1)
- Code of Conduct for parents/carers and visitors
- Curriculum Policy
- e-Safety and Data Protection Policy
- Drugs Policy
- Equality Policy
- Exclusions Policy
- Lesson on a Page (Appendix 3)
- Respect and Responsibility Charter
- Safeguarding, Child Protection Policy
- Sexism and Sexual Harassment (Appendix 2)
- Special Educational Needs Policy
- Teaching and Learning Policy
- Search and Confiscation Policy
- Use of Reasonable force Policy

Appendices:

- Behaviour on a page
- Addendum to the behaviour and discipline policy: sexism and sexual harassment

Behaviour on a page

Our students will

1. Follow staff instructions
2. Not interrupt learning

Our staff will

1. Meet and greet our students
2. Use the stages to ensure learning and safety
3. Give their first attention to good conduct
4. Not argue, but give a reminder, 'This is how we do it here'

CHARACTER values

Confidence
Happiness
Articulacy
Resilience
Ambition
Courage
Tolerance
Empathy
Respect



Stages for good conduct

Stage 1 **Verbal reminder**

Stage 2 **Final reminder** (*not Y10/11*)

Stage 3 **Removal from the lesson**

- Students are collected from their classroom and complete their work in a different venue.
- Students who are removed will complete a one-hour detention with their teacher.
- Students who are removed from more than one lesson in a day will remain out all day and complete an extra hour before or after school.

Respect at social times

Staff on duty will recognise and reward good conduct during social times and in corridors.

This is not how we do it here:

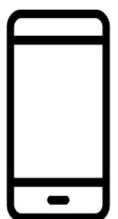
- Lazy or direct swearing
- Play fighting
- Being in unsupervised areas
- Unfair or dangerous play
- Disrespectful language

At Denefield we care

1. We care about our students
2. We care about our staff
3. We care about learning

We are a mobile-free school

Phones are switched off and in bags from the moment students enter the school gates to the moment they leave the site. Headphones cannot be visible at any time. Phones will be confiscated and collected by parents if they are seen by staff.



Addendum to the behaviour and discipline policy: sexism and sexual harassment

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
Sexist comments in school	Students will not verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation;	<p>We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.</p> <p>Sexist comments are those which discriminate based on sex, particularly against women.</p> <p>Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.</p> <p>All staff and students are encouraged to call out and/or report this behaviour. If students make these comments, we will:</p> <ul style="list-style-type: none"> • Ask them to apologise to anyone the comment was directed at • Support and educate them to improve their behaviour • Monitor their behaviour for any recurrence • Escalate the sanction if the student refuses to apologise in the first instance. 	<p>This clarifies and demonstrates our zero-tolerance approach by making the following things clearer:</p> <ul style="list-style-type: none"> • What the unacceptable behaviour involves • What we want the culture in our school to be • How we will respond to this behaviour • How we will support the victim(s) and alleged perpetrator(s) <p>Our Success for Life curriculum will cover what healthy and respectful behaviour towards one another looks like.</p>

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
Sexual harassment	Students will not bully, harass or otherwise victimise a member of the community, whether verbally, physically or online.	<p>All members of our school community have a right be free from sexual harassment or victimisation.</p> <p>Examples of sexual harassment are sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.</p> <p>Staff and students should immediately call out this behaviour and report it. In response to this behaviour we will:</p> <ul style="list-style-type: none"> • ask the student(s) to apologise to the victim • Support and educate them to improve their behaviour • Log the behaviour on CPOMS and inform parents / carers • Monitor their behaviour for any recurrence • Further sanctions may be given and these will be proportionate, considered, supportive and decided on a case-by-case basis <p>Sanctions may be, proportionate to the incident:</p> <ul style="list-style-type: none"> • A verbal warning • A letter or phone call to parents • Detention • Community service • A period of internal exclusion (length dependent on incident) • Fixed-term (length dependent on incident) or permanent exclusion. 	

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
Peer on peer abuse	<p>Students will not pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of harm;</p> <p>- Act in a dangerous manner or put their or other people's safety in jeopardy;</p> <p>- Pose a threat to any other members of the school community</p> <p>- Swear at, towards or in the presence of another member of the community;</p> <p>- Verbally or physically abuse another member of the community;</p> <p>- Verbally or physically abuse another member of the school community based on a protected characteristic, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation;</p> <p>- Bully, harass or otherwise victimise a member of the community, whether verbally, physically or online;</p>	<p>Peer on peer abuse is most likely to include, but may not be limited to:</p> <ul style="list-style-type: none"> bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence); <p>When incidents of this type are reported or discovered, we will:</p> <ul style="list-style-type: none"> Confiscate the student's phone for collection by a parent / carer Supervise the student(s) while they delete the image(s) from their phone, unless requested for police evidence Inform the police, or encourage the parents / carer or student to report the incident to the police Support and educate them to improve their behaviour Log the behaviour on CPOMS and inform parents / carers Monitor their behaviour for any recurrence 	

POLICY FOCUS	OUR POLICY SAYS	THIS MEANS	RATIONALE
		<ul style="list-style-type: none"> Further sanctions may be given and these will be proportionate, considered, supportive and decided on a case-by-case basis <p>Sanctions may be, proportionate to the incident:</p> <ul style="list-style-type: none"> A verbal warning A letter or phone call to parents Detention Community service A period of internal exclusion (length dependent on incident) <p>Fixed-term (length dependent on incident) or permanent exclusion</p>	
Sexting and upskirting	Students will not pose a threat to any other members of the school community or take any action that may lead to another student, member of staff or passer-by being put at risk of harm; engage in sexual behaviour or sexual assault, including upskirting, and that could cause humiliation, pain, fear or intimidation	<p>Sexting is defined as consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as youth produced sexual imagery).</p> <p>Upskirting typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.</p> <p>Our response to incidents of this nature are the same as for other forms of peer on peer abuse (see the row above).</p>	

