Behaviour Policy
Highworth Warneford School

Delegated by: **The Local Governing Committee to**	**The Principal**	**Date: November 2026**
Next review due by: November 2027		

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1. Aims

This policy aims to:

1.1 - Provide a consistent approach to behaviour management

1.2 - Define what we consider to be unacceptable behaviour, including bullying

1.3 - Outline how pupils are expected to behave

1.4 - Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

1.5 - Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- Behaviour and discipline in school 2022
- Searching, screening and confiscation at school
- The Equality Act 2010
- Restrictive Intervention including the use of reasonable force April 2026
- Supporting pupils with medical conditions at school
- Behaviour and Mental Health in Schools guidance
- DfE Suspensions & Exclusions Guidance Sept 2023
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion Schools, Academies and Pupil Referral Units in England 2026
- Children and Families Act 2014

It is also based on the special educational needs and disability (SEND) code of practice.

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 and articles of association**.**

This behaviour policy is explicit in its duty not to discriminate. The guidance outlined in this policy will be adjusted when pupils with protected characteristics are involved. In these cases, the statutory guidance, including the equalities act, will be taken into account.

3. Definitions

Misbehaviour is defined as:

3.1.1 Disruption in lessons, in corridors between lessons, and at break and lunchtimes. This includes lateness to school or lessons

3.1.2 Non-completion of classwork or homework

3.1.3 Poor attitude

3.1.4 Incorrect uniform

Serious misbehaviour can include:

3.2.1 Repeated breaches of the school rules

3.2.2 Verbal or physical abuse, including offensive language

3.2.3 Child on child abuse, any form of bullying, including online bullying

3.2.4 Child on child sexual abuse, harassment or sexual assault, which is any unwanted or harmful sexual behaviour that causes humiliation, pain, fear or intimidation

3.2.5 Vandalism

3.2.6 Gang behaviour, including initiations, violence, coercive and threatening behaviour

3.2.7 Defiance

3.2.8 Aggressive or threatening behaviour

3.2.9 Theft

3.2.10 Fighting

3.2.11 Smoking

3.2.12 Racist, sexist, homophobic or discriminatory behaviour

3.2.13 Possession of any prohibited items. These are:

- Knives or items that may be used as weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers or vaping materials
- Fireworks
- Pornographic images
- Any article 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, any person (including the pupil)

This is not an exhaustive list; all incidents of serious breaches will be investigated and then dealt with appropriately by the Senior Leadership Team and DSL where appropriate.

Any misbehaviour outside of the school which results in reputational damage to the school can be investigated and sanctioned at the discretion of the Principal.

All serious breaches will be investigated and sanctions are at the discretion of the Principal

4. Bullying

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

Bullying is, therefore:

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

Details of our school's approach to preventing and addressing bullying are set out in full in our Anti-Bullying Policy.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Gender-questioning based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
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

5. Roles and responsibilities

5.1 The Trust Board

The Trust Board, through The Education Standards Committee, is responsible for monitoring this behaviour policy's effectiveness. It delegates that responsibility, at school level, to the Local Governing Committee (LGC) and the Trust CEO who are also tasked with holding the Principal to account for its implementation.

5.2 The Local Governing Committee (LGC)

The Local Governing Committee is responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

5.3 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording positive and negative behaviour incidents using Class Charts as directed by the school

SLT, the Pastoral Team and Subject Leaders will always support staff in responding to behaviour incidents but, in most cases, it is appropriate for the member of staff to lead the initial response and deal with any issues that they come across. This is most likely to lead to ongoing positive change in a student's behaviour.

Staff must have high expectations of the behaviour of students and not let anything "slide" that needs to be tackled. This includes students being rude or disrespectful in lessons or around the school.

Staff are in position to identify concerns early and provide help for pupils to mitigate against behaviour issues escalating.

5.5 Parents

Parents are expected to:

- Support their child in adhering to behavioural expectations
- Regularly look at Class Charts to see what behaviours (positive and negative) have been logged
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school's decisions with sanctions and consider what can be done at home to reinforce them
- To be supportive of the school through not criticising the school in front of their children
- Ensure pupils attend school every day and on-time
- Ensure that the pupil is dressed according to the school Uniform and Appearance document
- Attend parents' meetings
- Encourage and support good behaviour

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way at all times
- Show respect to members of staff, visitors to the school and each other
- Follow instructions given by staff without argument – including where they are asked to sit in a particular seat or if they are directed to another classroom
- In class, make it possible for all students to learn without distraction
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Wear correct uniform at all times
- Not have mobile phones or headphones during the school day, unless given specific permission by a member of staff
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Use appropriate language and tone with peers and adults
- Attend school every day and on-time
- Attend lessons and tutor period on-time

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits on Class Charts
- Letters or phone calls home to parents
- Special responsibilities/privileges (Reward Trips, Praise Assemblies and other prizes)
- ICE Awards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning (a chance to change behaviours)
- The explicit issuing of a consequences – The School's Graduated Response (see 8.2)
- The student standing outside of the classroom to 'reset'
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Re-rooming as directed by Heads of Department or Pastoral Staff
- Letters or phone calls home to parents
- Agreeing an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP)
- Behaviour Meetings with pastoral staff, senior staff or governors
- Putting a student on report
- Restorative work related to the unacceptable behaviour e.g., litter picking

We may use the school's Isolation Room in response to serious or persistent breaches of this policy, including not cooperating with sanctions. Where this happens, students will be supervised at all times and are expected to complete work as they would in class. Students still have appropriate breaks and access to the canteen.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when identifiable as a student of Highworth Warneford School, such as on a trip or on the way to and from school, whether on a bus, cycling or walking.

Behaving in an anti-social manner outside of school is damaging to community relationships and will be taken very seriously.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

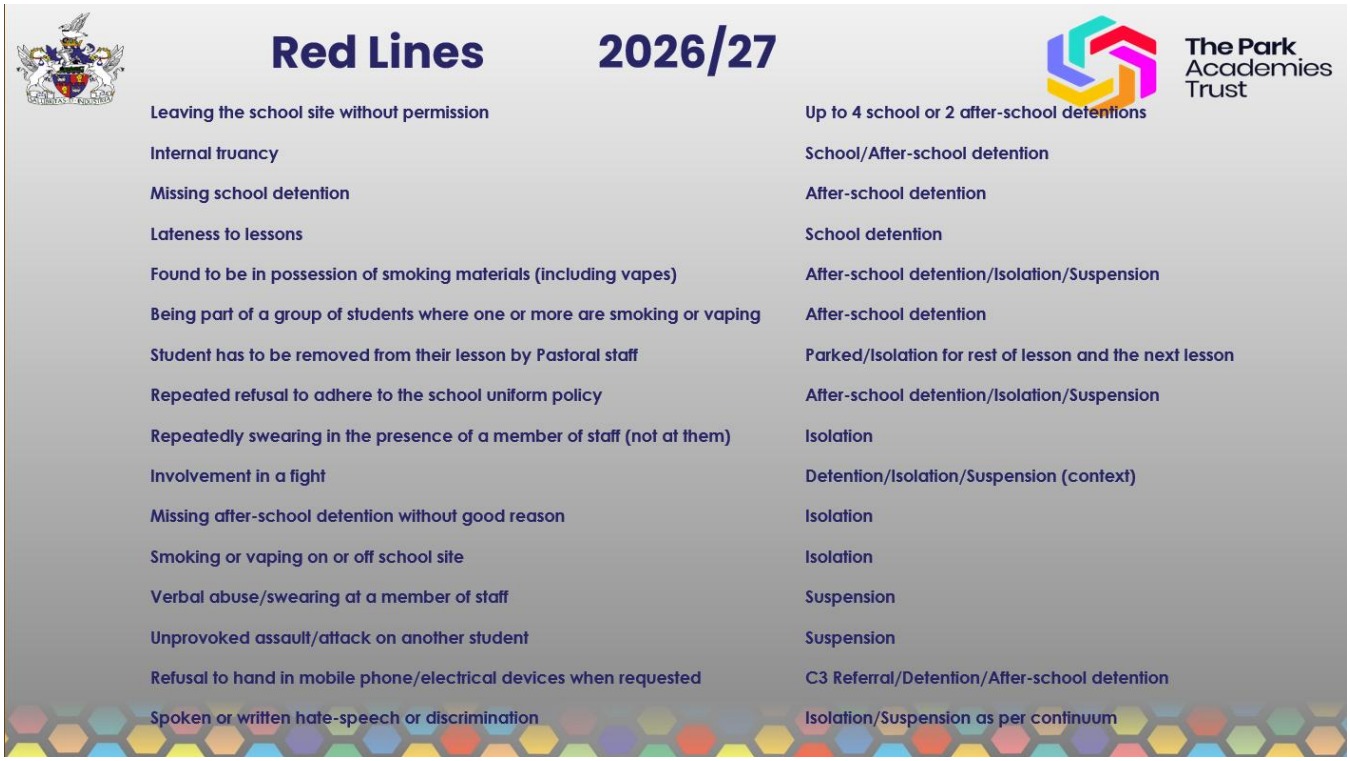
Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff member accused of misconduct.

7.4 Red lines

In general, the school recognises that managing the behaviour of students will usually involve a degree of flexibility. They sometimes need time to reflect on what they have done and can often rectify things before a significant formal sanction is required.

However, there are some unacceptable behaviours that are seen as so serious (and/or time consuming) that they will inevitably attract a standard sanction to send a clear message to the person involved as well as other students. In addition, where a sanction is given and not adhered to, this will be escalated to a more significant sanction.



Our school community expects to be safe at all times. Bringing illegal drugs or knives onto the school site would seriously breach this expectation and, as such, a permanent exclusion would be considered.

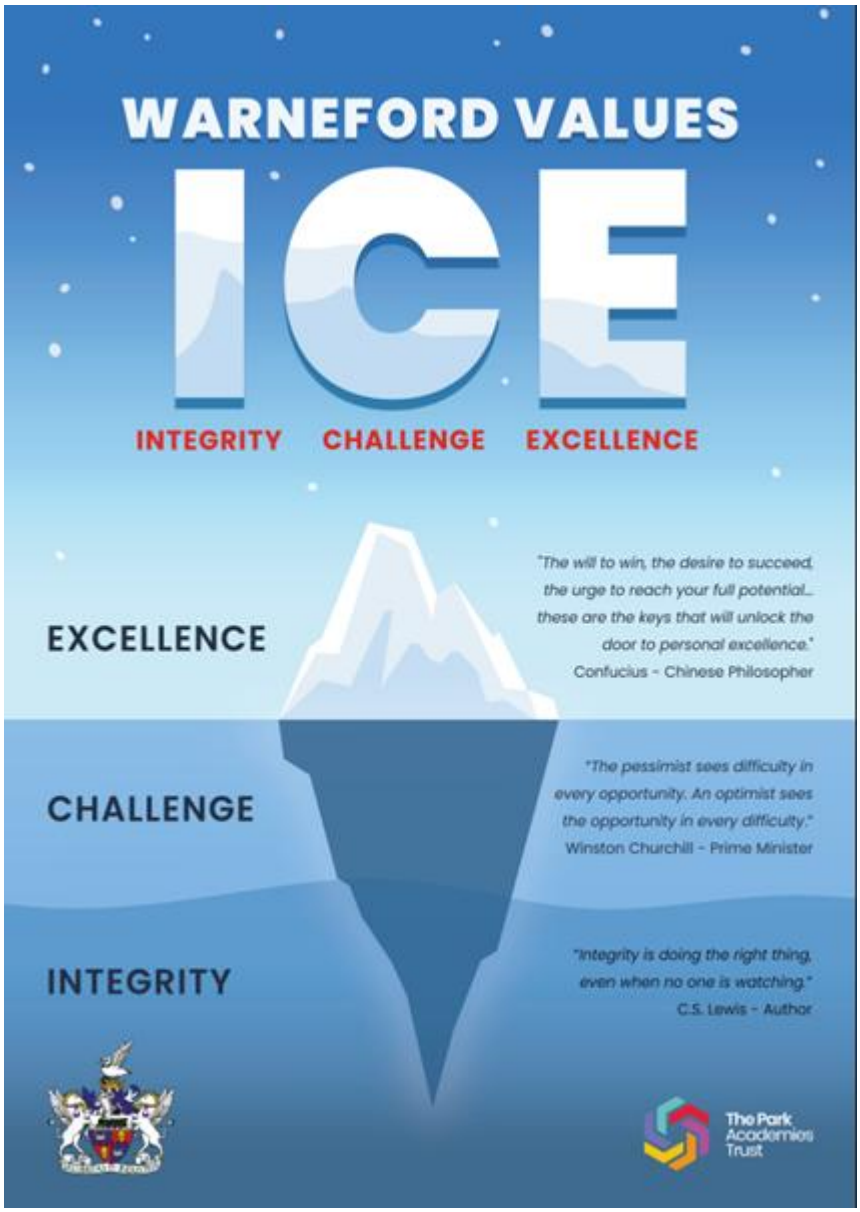
8. Behaviour management

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged. It is important to note that good behaviour for learning begins with the planning and delivery of excellent lessons.
- Display and refer to The School Values



- Develop a positive relationship with students, which will include:

    - Greeting students in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally e.g. being punctual
    - Highlighting and promoting good behaviour (use of rewards)
    - Concluding lessons positively and starting the next day afresh
    - Having a plan for dealing with disruption with the minimum of disruption to learning
    - Using positive reinforcement
    - Never using language to humiliate students
    - Accepting you might have mis-read a situation and be willing to discuss later

8.2 Dealing with a disruptive student in class: GRADUATED RESPONSE

All of the following stages of graduated response will be recorded on the Class Charts

C1 – Formal Warning
The pupil has failed to respond to the verbal warning and has continued to cause disruption. The pupil now receives a 'C1' this is logged on Class Charts.
This action is intended to help the pupil to engage with learning without further disrupting the lesson.

C2 – Teacher Intervention Required *
Teacher behaviour management intervention now required. (eg. Moving a pupil to a new seat)
The pupil receives a 'C2' this is logged on Class Charts and triggers an automatic referral to HOD for consideration of further sanction such as departmental detention.
Teachers will be asked to provide a description of the behaviour when issuing a C2.

C3 – Persistent disruption after a C2:

Teacher to contact member of the pastoral team for support. The first priority will be to try and 'reset' the pupil to allow them to continue to learn in the lesson. However, the pupil may be removed from the lesson by a member of staff. If pupil is removed, they may be 'parked' to work within the lesson subject department. It may been deemed that the behaviour is so poor, or the pupil so dysregulated, that will be taken immediately to the Isolation Room and will stay for the rest of the lesson and subsequent lesson to regulate behaviour.
The pupil receives a 'C3'; this is logged on Class Charts and triggers an automatic referral to the appropriate Head of Key Stage for consideration of either school or after school detention.
Teachers will be asked to provide a description of the behaviour when issuing a C3.

An automatic C3 may also be issued for:

Serious poor behaviour outside of lessons
Walking away from a member of staff
Significant Defiance
Swearing or offensive language
Abuse of the ICT system
Repeated incorrect uniform without a valid reason

C4: Isolation

Pupils will work in the school Isolation Room as a result of a serious behaviour breach or as a result of multiple C3 referrals. (e.g., if a child receives 2 C3 referrals in a day, they are likely to be issued a C4)

(This will be logged on Class Charts)

Pupils entering the Isolation Room will be expected to surrender their mobile phone.
They will be allocated a work area and appropriate tasks will be provided. The aim is for pupils to complete work tasks within the subject area of their timetabled lessons for the day as is possible.

Pupils will be supervised by timetabled teaching staff and are expected to work quietly. Refusal to complete tasks as could reasonably be expected, or disruptive/defiant behaviour may lead to C5.

Pupils will be given access to toilet facilities and food & drink separately to the rest of school.

C5: Suspension

Suspension from school will be considered as a result of the most serious behaviour breaches or as a result of multiple C4s.

Examples of serious behaviour breaches are listed in the Red Lines document (pg. 7)
(This will be logged on Class Charts)

Parents of suspended pupils will be contacted quickly after the decision has been made. (The decision to suspend a pupil lies with the Principal)
It is expected that the child will be collected from the school as soon as possible.
Work will be available for pupils to complete via on-line resources that pupils use within school e.g. Maths Watch, Seneca
When a student is suspended for more than one day the school will make a regular 'welfare call' home.
Parents are expected to attend a reintegration meeting with a member of SLT or Head of Key Stage when a child returns to school after a Suspension.

8.3 Permanent Exclusion:

The recommendation to The Local Governing Committee (LGC) that they consider the Permanent Exclusion of a pupil is an infrequent action taken by the school.

Senior staff will always look at all alternative actions and recognises the potential impact of Permanent Exclusion. The school will always weigh up the needs and likely impact on all stakeholders in making a recommendation to permanently exclude.

The recommendation to Permanently Exclude is at the discretion of the Principal, a pupil may be permanently excluded in response to repeated or one-off serious breaches of the school's Behaviour Policy, as outlined in the Definitions above and as a last resort.

When the decision is made to permanently exclude, a Trust Pre-Exclusion Assessment Process is carried out to ensure that the process is rigorous. All aspects leading up to the exclusion will be investigated and the pupil is given the chance to present their viewpoint. A decision may be made by the Principal after thorough investigation that on the 'balance of probabilities', a pupil should be issued with a permanent exclusion.

A pupil may be permanently excluded if, 'allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others within the school.'
A permanent exclusion is also the final step on the graduated response, when a pupil has failed to respond to support.

8.3.1 Informing The Local Governing Committee (LGC)

The Principal will, without delay, notify the Local Advisory Board of:

Any permanent exclusion, including when in exceptional cases where further evidence has been considered, a suspension is followed by a decision to permanently exclude a student

Any suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term

Any suspension or permanent exclusion which would result in the student missing a National Curriculum test or public exam

The Principal will notify The Local Governing Committee once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

8.3.2. Informing the Local Authority (LA)

The Principal will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Principal will also, without delay, inform the student's 'home authority' of the exclusion and the reason(s) for it.

8.3.3. Informing the student's social worker and/or virtual school head (VSH)

If a:

- Student with a social worker is at risk of suspension or permanent exclusion, the Principal will inform the social worker as early as possible
- Student who is a looked-after child (CLA) is at risk of suspension or exclusion, the Principal will inform the Head of the Virtual School (VSH) as early as possible

These actions are in order to work together with linked professionals to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the Principal decides to suspend or permanently exclude a student with a social worker / a student who is looked after, they will inform the student's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the student The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the student's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of The Local Governing Committee (LGC) about the suspension or permanent exclusion. This is so they can provide advice on how the student's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the student's welfare are taken into account.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the school will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways, outlined in the Suspension letter issued, will be used for this. If the pupil has a special educational need or disability, the school will make sure that reasonable adjustments are

made to the provision where necessary.
If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.
In-person meetings remain the default, however, parents/carers can request that a meeting be held via the use of remote access (carried out by electronic means e.g. Teams, live video link).
PEX panels are heard by governors within 15 school days.

At any stage during this graduated response, the school may recommend a move to another TPAT school or direct that a pupil is educated at an alternative provision for a period of time. At all points, the school will work with families to provide the most appropriate form of support. However, where required, the school has the power to enforce certain behaviour interventions.
All sanctions and support put in place are informed by the contextual information, contributing factors and 'protected characteristics' of a pupil. This is implemented on a bespoke package driven by the needs of the individual pupil.

All exclusions are at the discretion of the Principal

(More detailed information is contained within the School's Suspension and Permanent Exclusion Policy)

8.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them. Details of this are contained within the school's Safeguarding Policy 2026

8.5 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

In essence, this explains that, if the school has reasonable grounds to believe a student has a prohibited item, they can search them and their belongings, regardless of whether the student gives consent. This will always be done in a manner respectful to the student's privacy and with a witness present. The Principal has authorised all senior and pastoral leaders to carry out such searches.

If a student is seen using a mobile phone during the school day (for any purpose) they can expect that it will be confiscated. Their phone will be put in the school's safe. For the first offence, the student can retrieve the phone themselves at the end of the day. **For further offences in an academic year, parents will be asked to collect it.**

8.6 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 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, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. This might lead to the student being placed on our SEN Support register or an application for an Educational Health & Care Plan being made.

The school has a *Learning Lounge* (managed by the SEND department) where pupils may be directed to support their reintegration and attendance in classes. **This is always a temporary measure.**

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child – this might include setting up an Early Help Conversation (EHC). We will work with parents to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
If a decision is made to report the matter to the police, the Principal and/or Designated Safeguard Lead (DSL)will make the report.
The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

8.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

8.10 Zero Tolerance approach to Protected Characteristics

As part of this aim, we want to make sure that our pupils are using appropriate language that doesn't cause offence to any members of our school community. Elements of this are language relating to all Protected Characteristics as identified in the *Equality Act 2010*.

Age, Disability, Religion, Sex, Marriage & Civil Partnership, Race, Gender Reassignment, Sexual Orientation, Pregnancy & Maternity

If a pupil is reported to have used language or behaviour likely to cause offense, they will be spoken to by a member of the school pastoral team. This should mitigate against pupils not understanding why the language is problematic, especially if they see it as 'banter' between friends, so the conversation will ensure that they do understand so that it is not repeated.

Parents will be informed if their child is spoken to about this so that you have the opportunity to continue the conversation at home. This will be classed as a **Level 1 response.**

If a pupil continues to use inappropriate language or behaviour, then it will escalate to a **Level 2** response. This means that the incident will be recorded, parents will be informed and the pupil will be isolated for a day.

If there is a further incident, it will be escalated to a **Level 3** response. The pupil will be suspended and permanent exclusion will be considered.

Overt incidents:

A racist verbal assault will result in a **Level 2** response immediately and any repetition would then escalate to **Level 3**.

A physical, racially motivated assault will immediately result in a **Level 3** response.

The table overleaf summarises these interventions.

Level 1	Level 2	Level 3
Use of language meant as 'banter'. This is not acceptable, even if the target of the language is not offended. *Continuation of Level 1 behaviour will escalate to Level 2.*	Further inappropriate 'banter'. The use of language as a direct confrontation with another pupil. Graffiti or drawings drawn to cause offence. *Continuation of Level 2 behaviours will escalate to Level 3*	A third report of inappropriate 'banter'. A second occurrence of verbal abuse A second incidence of graffiti or drawings drawn to cause offence. An assault motivated by hatred or intolerance.
Likely response	**Likely response**	**Likely response**
Incident logged on Class Charts Pupil spoken to by a member of the school Pastoral staff. The aim of the conversation will be to ensure that they understand why the behaviour is not acceptable and that a repeat of the behaviour will result in an escalation to Level 2 Parents/Carers contacted	Incident logged on Class Charts Conversation with a Senior member of staff to explain the severity of the behaviour and the consequences if it is continued. Isolation Parents/Carers contacted	Incident logged on Class Charts Suspension Permanent Exclusion considered Parents to meet with Pastoral staff following Suspension

8.11 Child on Child abuse and Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
Staff are aware that children can abuse other children and this is generally referred to as Child on Child abuse.
Any form of bullying in unacceptable and will be investigated.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but is not limited to:
• Physical: hitting, kicking, pushing people around, spitting, or taking, damaging or hiding possessions
• Verbal: name-calling, taunting, teasing, insulting, making threats or demanding money
• Exclusionary behaviour: intimidating, isolating or excluding a person from a group
• General unkindness: spreading rumours or writing unkind notes, mobile phone texts or emails
• Low level disruptive behaviour: wearing "banter" and "horseplay" over a prolonged period of time

- Cyberbullying: bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- Sexist and Transphobic Bullying: includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation)
- Gender Questioning Based Bullying: targets pupils who is in the personal process of exploring, wondering, or reconsidering one's gender identity
- Disablist Bullying: targets a young person based on their disability, special needs or health needs. This can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.
- Child on child Sexual bullying: sexual insults, sexual language/gestures, name calling, unwanted physical contact, sexual violence or harassment.

Details of the school's approach within The Park Academies Trust to preventing and addressing bullying are set out in our anti-bullying and safeguarding policies.

9. Monitoring Behaviour

The school collects large amounts of data relating to the positive and negative behaviours of students. It is important that this information is use strategically, and by cohort as well as individual, to ensure that it is used most effectively.

It is expected that there will be conversations at all levels of the school related to behaviour and based largely on empirical data.

This will include analysing and discussing data by year group, cohort (e.g. SEND), class and individuals by:

- SLT (both in SLT meetings and with their relevant subject and pastoral links)
- Pastoral Team (and their tutors)
- Subject leaders (and their teachers)

This will allow for patterns to be established, strategies developed, support given and action taken.

10. Training

Our staff are provided with school-specific advice on managing behaviour – this policy forms part of that advice.

Behaviour management also forms part of continuing professional development.

Where a teacher or other member of staff is having issues with managing the behaviour of students, they will always be supported by colleagues. They may be given extra training and be encouraged to develop and follow an informal action plan to help with their personal practice.

Appendix 1:

Local Governing Committee Written Statement of Behaviour Principles

- Every student has the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors must be free from any form of bullying, harassment or discrimination
- Sexual harassment, abuse and violence are not tolerated
- Violence or threatening behaviour are not tolerated
- Staff and volunteers must set an excellent example to students at all times
- Rewards, sanctions and reasonable force will be used consistently by staff, in line with this behaviour policy and additional guidance
- Students will be helped to take responsibility for their actions
- Families should be involved in managing the behaviour of their children in school, to foster good relationships and support any necessary improvements
- Highworth Warneford School is an inclusive environment and we understand that we are catering for the education of *everyone* in the local community. Permanent Exclusions are used only on occasions where all other avenues have been exhausted and a student has shown that they are completely unable to conform to behavioural norms.

Appendix 2: School's Approach to Sexual Harassment, Abuse and Violence

Unfortunately, national surveys looking at the experiences of young people suggest that sexual harassment, abuse and violence are all too common and often under-reported. It happens in all age groups and in every school. We have a clear duty to engage, educate and support in this area, to set clear expectations and ensure that society does not allow this to continue.

Sexual violence and sexual abuse can happen anywhere, and all staff are advised to maintain an attitude of **'it could happen here'.**

The school has a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and will not be tolerated. It should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We will always challenge these behaviours, otherwise they quickly become normalised and part of accepted culture.

We use the following non-exhaustive definitions, that might overlap depending on the nature of the incident:

Sexual Harassment

This means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as asking for nude images.

Sexual Abuse

This could include:

- Abuse/pressure in intimate personal relationships between peers
- Grabbing bottoms, breasts or genitalia, regardless of sexual intent
- Sexual violence and persistent sexual harassment
- Upskirting, which involves taking a picture under a person's clothing without their permission to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sexting, which covers both consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent, such as forcing them to strip, touch themselves sexually or engage in sexual activity with a third party

Sexual Violence

This means rape, assault by penetration, or sexual assault (intentional sexual touching).

Reporting Sexual Harassment, Abuse or Violence

All students should feel able to report any incidents and are already encouraged to do so for any other concerns. They might choose to do this by:

- Reporting it to a nearby teacher if the incident has just occurred
- Disclosing to a member of staff of their choice e.g., tutor; House Leaders, Heads of Key Stage; DSL; via The Hub
- Disclosing to their family who can then report it to the school
- Reporting online via the Bullying and Harassment Log

Responding to Concerns

Even though there is a zero-tolerance approach, this is not an attempt to "demonise" students who have made an isolated error.

Any episodes of sexual harassment need to be challenged as soon as possible (immediately if in the presence of a teacher) and used as an opportunity for the alleged perpetrator to learn from their error, while protecting any victim.

There are several factors in deciding a suitable response:

- The nature of the concern and any contributing factors e.g., discrimination
- The reaction of the student being challenged e.g., are they accepting responsibility or not?
- The wishes of the student who is being harassed (if applicable)
- Whether this is repetition of previous behaviours

If something happens in a lesson, the alleged perpetrator should be removed rather than any victim.

If in doubt, then the concern should always be logged and passed to the Pastoral Team, who can decide on any sanction and support.

All parents of those involved will be informed.

Responding to Serious Concerns

Any report of sexual violence or abuse or ongoing harassment will be treated identically to a safeguarding concern and, indeed will usually end up becoming a safeguarding issue. Therefore, the same requirements about taking notes and not promising confidentiality apply.

However, it is important to note that children may not find it easy to tell someone about their abuse. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed, or a child's own behaviour might indicate that something is wrong. If in doubt, staff should always report a concern themselves.

It is essential that **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 the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

There may be reports where the alleged sexual violence or sexual harassment involves students from the same school or college but is alleged to have taken place away from the school or college premises, or online. There may also be reports where the children concerned attend two or more different schools or colleges. The safeguarding principles, and duties to safeguard and promote the welfare of students, remain the same.

Where the report includes a visual online element, **the key consideration is for staff not to view or forward illegal images of a child.** In these cases, it may be more appropriate to confiscate any devices to preserve evidence.

Risk Assessments and Case Management

When there has been a report of sexual violence/abuse, the Designated Safeguarding Lead (or a supported member of the Pastoral Team) will carry out and document a risk assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk assessment should consider:

- the victim, especially their protection and support – both immediate and ongoing;
- whether there may have been other victims,
- the support needs of the alleged perpetrator(s); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

There will typically be four different possible approaches to manage each case:

1. Manage things internally
2. Early Help processes to identify external support
3. Referral to Children's Social Care
4. Reporting to the Police (always carried out in conjunction with 3)

There are no hard and fast rules about which route will be taken but the school will always seek external advice if needed and internal safeguarding processes will continue.

Preventative Education

The school regularly consults with students and parents to review what is needed as part of our PSHE curriculum and broader programme. We would typically cover topics such as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- stereotyping and equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- addressing cultures of sexual harassment.

The programme is flexible enough to respond to any patterns of behaviour or new information about need.