



# **BEHAVIOUR MANAGEMENT AND BULLYING POLICY**

*This policy is regularly reviewed following recommended guidelines.*

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**This policy should be read in conjunction with the school's Suspensions and Permanent Exclusion Policy. This policy attempts to set out clearly and simply the principles, methods and monitoring systems which together seek to ensure that learners at Honywood School treat each other with respect and consideration, develop a sense of responsibility and exercise self-discipline. In doing so, good order and appropriate behaviour will be maintained within the school as a whole.**

## **1. The Principles**

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour is necessary in line with our Respect Code in all aspects of school life. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and harassment
- encouraging a positive relationship with parents and carers to develop a shared approach and to involve them in the implementation of the school's policy and associated procedures

## **2. Roles and Responsibilities**

The Governing Body will establish, in consultation with the headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure it is communicated to learners and parents, is non-discriminatory and has clear expectations. The governors will support the school in maintaining high standards of behaviour.

The headteacher is responsible for the implementation and day-to-day management of the policy and procedures. He/she is also responsible for ensuring staff, faced with challenging behaviour, are appropriately supported.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and policy procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, headteacher and all staff will ensure there is no difference in the application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, sex, gender, disability or sexuality. They will also ensure that the concerns of learners are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour.

Learners will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

### **3. Expectations of behaviour for learners**

Learners in all cohort groups have worked together to draw up this Code of Expectations of Behaviour:

#### Relationships

- Treat staff and learners in the same way as you wish to be treated.
- Listen to each other and appreciate other people's opinions and points of view.
- Be friendly and polite and set a good example.
- Communicate respectfully and clearly and use language that is suitable for a community that has adolescent and adult learners in it.
- Ensure your attitudes and actions result in everyone feeling secure and safe from being bullied or harassed in any way.

#### Self-respect

- Have high expectations of yourself and always do your best.
- Be proud of your achievements and receive rewards with confidence.
- Take pride in your appearance; follow the dress code in the correct manner.
- Be punctual when arriving at school and for learning sessions.

#### Learning to work and working to learn

- Be organised, know your timetable, meet deadlines for Independent Study and coursework.
- Always bring the correct books and equipment to learning sessions.
- In sessions, settle down to work quickly and listen whenever others are speaking.
- Take pride in your work, contribute positively to learning activities and don't be afraid to ask for help.
- Be aware of the effect your behaviour is having on the learning of others and help them to learn in as many positive ways as you can.

#### Our school

- Take pride in the school environment, understanding that this is something for which we are all responsible.
- Keep the school free of litter, graffiti and chewing gum.
- Show respect for the learning environment and learning tools provided.
- Act sensibly when moving around the school, always show consideration for the safety of others.
- Respect the school's no smoking/vaping policy and the health of the school community.

### **4. Expectations of behaviour for staff**

#### Relationships

- Show the same value and respect for learners as you would expect yourself.
- Use positive and encouraging behaviour towards learners.
- Meet and greet learners positively at the start of the session.
- Listen to learners and appreciate their views, show intolerance towards discrimination.

#### Self-respect

- Be punctual when arriving at school and for all learning sessions.
- Focus on positive attitudes, actions and aspects, both your own and those of others, rather than negative ones.
- Act and dress as a positive and professional role model for learners.
- Use constructive guidance to further enable learning.

#### Learning to work/working to learn

- Have consistently high expectations for learners.
- Be organised and prepare sessions carefully and thoroughly, recognising that learners learn in different ways.

- When managing learners' behaviour, be consistent.
- Regularly give feedback on learners' work and provide clear guidance, highlighting areas for improvement.
- Show that you are also a learner, acting as a positive role model in terms of enthusiasm and attitude to learning.

#### Our school

- Provide a wide range of activities within a safe and stimulating environment.
- Take pride in and responsibility for the school and all its members.
- Help learners to succeed by recognising and rewarding effort and achievement.
- Provide a good example for learners in the way we work with others.

The following behaviours are unacceptable in a school such as Honywood, which promotes courtesy, cooperation and consideration from all learners in terms of their relationships with others within/outside the school, with teachers and other school staff and with visitors or other persons within/outside premises.

- name calling
- verbal abuse
- threatening language or behaviour
- intimidation
- physical abuse
- bullying and harassment, including racist, sexist and homophobic abuse
- cyber-bullying

### 5. Recognition and rewards

A school ethos of encouragement is central to the promotion of good behaviour. We want to recognise and reward:

- Excellent learning and knowledge acquisition
- Excellent attendance
- Excellent leadership and being part of the learner leadership team structure
- Supporting school events during and outside of school hours
- Other positive contributions to the work of the school community.

The processes by which we will do this will include the use of:

- Letters to parents and carers
- Postcards to parents and carers
- Extension of school privileges, including Trust Cards
- Achievement Points awarded
- Mentions by headteacher in the Headlines
- Recognition in assembly with certificates
- Learning Group Leader Awards (every half term)
- Cohort Leader Awards (every term)
- Attendance Awards (every term)
- Headteacher Award (annually)

### 6. Achievement Points

Individuals may earn achievement points for positive behaviours and choices: academic, attendance, uniform, charity, community, personal challenges and achievements and demonstrating selfless and outstanding behaviour. Achievement Point totals are recorded and tracked over the course of the 5-year journey at Honywood. Awards for achievement points are issued at the following milestones

- Bronze - 250 points
- Silver - 500 points
- Gold - 750 points
- Platinum - 1000 points

## **7. Consequences and sanctions:**

The actions set out for behaviour of learners and staff are designed to:

- enable successful learning
- establish positive relationships
- prevent and minimise problems

We all have a responsibility for creating a positive learning environment. Where learner behaviour challenges and does not meet the standards set out in the Code of Expectations of Behaviour it is important that clear consequences in the form of fair sanctions are consistently applied by every member of staff. A range of strategies may be appropriate to deal with inappropriate learner behaviour. The following is a list of a range of responses that the teacher might use:

- talking privately with the learner
- verbal reprimand
- time out
- email/phone call home
- referring matters to the Subject Team Leader / Learning Group Leader/ Cohort Leader / SENCO / SLT (as appropriate)
- a break or lunch time consequence (learners must have time to use the toilet and have their lunch\_
- after school consequences
- withdrawal of school privileges
- letters to parents/carers
- placing on behaviour report
- Saturday morning consequences
- meetings with parents/carers
- referral to external agencies
- Pastoral Support Plan
- behaviour support
- internal isolation (TX3)
- suspension
- managed move/off-site direction
- referral to Pupil Referral Unit (PRU)
- permanent exclusion

In some instances, for a variety of reasons, parents/carers may request an alternative consequence to an after-school consequence. When these requests are made the school will review them on a case by case basis. Generally, if a learner is set a consequence of 1-hour afterschool that they can't attend this will be changed to 5 lunchtime consequences as a minimum.

## **8. Reports & PSP**

Learners will be placed on report if it is decided that their behaviour warrants monitoring. This decision will be made by either the cohort leader or a member of SLT. The report will be shared digitally with the learner and their teachers. The report can also be shared weekly with parents at their request.

At the beginning of the report learners will be set targets by the member of staff responsible for the report. Classroom teachers will complete the report after each session and give them a score based on their behaviour in the session. Generally, this is scored out of 5 for each session; if a learner scores a 3 or below they should expect to receive a consequence e.g. a lunchtime or after school consequence.

When a learner is placed on report this will be monitored weekly by either the LGL or CL. After a period of time the decision to put the learner on report will be reviewed. If the learner's behaviour has improved they may come off report. If the behaviour is still concerning, but has not got worse, they are likely to remain on report. Where a learner's behaviour has got worse over the course of the report or has not improved over a longer period of time (4+ weeks) then a decision to escalate may be taken. If the decision to escalate the report is made, this could result in the learner starting a PSP (Pastoral Support Plan). This is generally a 16-

week process where the learner's behaviour is closely monitored, with specific targets at the end of the period. If a learner does not meet their targets they may find themselves offered either a managed move or a referral to a PRU, or permanently excluded.

## **9. TX3**

TX3 is a space that will be used when learners do not meet our expectations on certain occasions according to the school's respect code.

Learners that are placed into TX3 are done so for breaches of our respect code. Internal exclusion serves as a serious consequence directly below a suspension but above lesser consequences such as a lunchtime or after school consequence. Internal exclusions are imposed for significant and/or persistent breaches of the learner respect code. Patterns of behaviour will also be taken into account. Decisions to internally exclude will depend on individual circumstances. There is no statutory minimum or maximum period for internal exclusion. At Honeywood a decision for the length of the internal exclusion will be made by the Senior Leadership Team.

Parents/carers will be informed of the duration of and reasons for an internal exclusion. They will be contacted by the relevant Cohort Leader or member of the Senior Leadership Team on the day that a decision to internally exclude the learner is made; and will receive a letter or email. Parents/carers may be invited into school for a meeting to discuss the internal exclusion.

The purpose of internal exclusion is to continue learning, prevent a recurrence of the offending behaviour and to ensure reintegration when the period of internal exclusion is over. Learning resources will be provided by the regular classroom teacher for the sessions that would be missed as a result of the internal exclusion, which should be completed by the learner whilst in the TX3. Where appropriate, learners will also be set the same IS as the rest of their teaching group whilst in the TX3, which is expected to be completed outside of normal learning session time in line with the standard school expectations for IS.

In Cohort 11, when a learner is placed in isolation or suspended on three occasions they will lose their invitation to the Prom at the end of year. A further (4th incident) of poor behaviour which leads to a consequence of isolation and/or suspension will result in them also being unable to attend the 'last day' celebration event before Cohort 11s start study leave for the GCSE exams.

When learners are in TX3 they are scored during each part of the day (AM reg, LS1, Break time, LS2, LS3, Lunchtime, LS4 and LS5). The scores are out of 5. Where a learner is scored 3 out of 5 on 2 or more occasions in the same day they will then have to repeat the day. If a learner is scored 0-2 out of 5 at any point during the day the whole day will also need to be repeated. If a learner repeatedly receives poor scores in TX3 on multiple days a repeated day in TX3 will likely be replaced with a suspension.

## **10. Dress code**

All learners are expected to comply with the dress code in full unless they have specific medical and/or SEND needs that would warrant an exception. In these instances, proof of a medical/SEND condition from a professional would be required.

Any learner that arrives at school in incorrect dress code will be sent to learner reception to be loaned the dress code item(s) required. It is the school's expectation that all learners do this without issue or argument. Where the sizing is not exact learners will be expected to be loaned the uniform available that is most appropriate. Where the school can't provide the uniform required a red uniform pass will be issued to a learner that will be valid for that day only. Learners are expected to replace any missing/damaged/outgrown uniform as quickly as possible and where there is a delay in uniform being replaced they must borrow dress code items from the school during the intervening period.

Where learners fail to comply with the dress code they will be given the opportunity to correct their dress code and meet the school's expectations. Where a learner is unable to do this quickly in school they may be sent home to correct it before returning to school the same day.

Where learners are unable or unwilling to correct it they are likely to be placed in TX3 until the dress code issues are rectified. Refusal to go to TX3 will likely result in a suspension instead.

## **11. Mobile phones, smart watches & headphones**

Learners must hand their phones in every morning to their Learning Group Leaders. These phones will be locked away securely and returned to them at the end of the day. Any learner that arrives late to school must hand their phone in to learner reception and collect it from learner reception at the end of the day. If a learner has multiple phones, they must hand in all devices. Learners who are dishonest in saying they do not have their phone with them but are caught with it later in the day will have consequences. This consequence will likely be at least 1 day in isolation; repeated incidents will result in longer periods in isolation or other escalated consequences. There is no option or alternative that allows learners to have their phones on them during the school day. They must either be left at home or handed in and stored securely in school. Random spot checks will be completed for any learner who doesn't hand a phone in on any given day, to ensure they have not tried to keep it in their possession during the school day. These spot checks will be completed in line with the school's policy regarding a search for prohibited items.

In addition to the consequences for the dishonesty above, if a learner is found to have used their mobile phone during the school day, the device will be confiscated by a member of staff and held in learner reception/LT offices until parents/carers are able to collect it.

Smart watches are permitted in school, however, if a learner is found to be using the watch as an extension of their mobile phone it will be confiscated and treated in the same manner as a mobile phone (as outlined above).

Wireless headphones are not permitted in school. Any learner found using wireless headphones (e.g. AirPods, Beats by Dr Dre etc.) will have these confiscated by a member of staff. On the first and second offence (in an academic year) the headphones will be returned to the learner at the end of the school day. On the third occasion and thereafter, they will be kept in school until parents are able to collect them.

Where a learner refuses to hand over their mobile phone/headphones/smartwatch this will be considered as an incident of defiance and will be dealt with accordingly.

## **12. Conduct Cards**

All learners will be issued with a conduct card at the start of each week during Monday morning registration. Where a learner is late, or not in on the day the cards are distributed, it is the learner's responsibility to collect their card in their own time.

The cards serve three purposes:

1. They ensure learners are meeting our expectations in terms of behaviour, dress code and conduct.
2. They record Achievement Points where excellent behaviour is demonstrated.
3. They serve as a toilet card to enable learners to use the toilets during learning session time.

If a learner loses, damages or fails to hand over when asked their card they will receive an automatic after school consequence. They will also be discouraged from using the toilets during learning session time (unless they have a medical exemption). If a learner receives four strikes or more in a week this will result in an after-school consequence. Receiving more than eight strikes will result in multiple and/or extended after school consequences. If a learner receives 12 or more strikes this will likely result in time in TX3.

Reasons that a learner may receive a strike include, but are not limited to:

- incorrect uniform - skirts, shirts, top buttons, ties etc



- PE/dance kit incorrect or not brought in
- lateness
- chewing gum
- insufficient charge on iPad or no iPad
- not bringing books/stationery for learning
- undirected/in conversation swearing between learners (outside of classroom) – however, should it be felt that the use of language is beyond a strike a greater consequence may be issued
- not completing IS (if this is a continued ongoing/repeated issue then the teacher may issue a consequence more severe than a strike)
- being inside the building at break/lunchtimes (apart from the allocated areas for each cohort)
- eating inside the building (apart from the allocated areas for each cohort)

Where a learner achieves 12 achievement points in a week they will receive a small prize in recognition of their excellent performance/conduct for that week. When the conduct cards are collected at the end of each week any learner that has received zero strikes will be entered into a prize draw for the end of that half term.

If a learner wishes to go to the toilet during lesson time they must have their conduct card/toilet card with them. If a learner has not got it (forgotten/lost/not collected from LGL) they may be unable to leave the classroom\*\*. It is their responsibility to ensure they always have their card with them. During the first 20 minutes and final 20 minutes of each learning session learners should not be allowed out of the learning session unless collected by a member of staff. When out of a learning session, learners must have the teacher's purple corridor card/pass with them. If a learner is found to be using their toilet card excessively a meeting will be arranged with families to see if there is an unrecognised medical need. If there is no such need, measures may be put in place to reduce the number of occasions they are outside of their learning sessions. For learners that have medical cards (for a diagnosed issue where medical evidence has been provided) a bespoke set of arrangements will be implemented. When using the toilets, learners must all ensure they use the toilets that are allocated to their cohort.

\*\*It is recognised that all children and in particular girls may need to access the toilet at less than convenient times. No children will be prevented from using the toilet in such circumstances.

### 13. Respect Code

The school's respect code encompasses the core values: **respect yourself, respect others and respect the world around you.** All learners are expected to abide by these core values, and instances where they are not met will not be tolerated.

Examples where learners are in breach of our respect code include (but are not limited to):

- not communicating respectfully or using language that is not suitable for a community that has adolescent and adult learners in it
- behaving in a way where attitudes and actions result in others not feeling secure and safe from being bullied or harassed
- disrupting the learning of others
- not showing respect to the school environment; e.g. littering, graffitiing, chewing gum, damaging or vandalising school property
- refusal to follow a reasonable request from a member of staff
- using or accessing mobile phones at any point during the school day, including break and lunch times

More severe breaches of our school respect code include (but are not limited to):

- use of language which is abusive or offensive towards someone because of a protected characteristic (Equality Act 2010)
- swearing at or being verbally abusive towards a member of staff

- walking away from a member of staff
- assault - physical or verbal - towards another learner or member of staff
- theft
- use of/possession of alcohol/solvents or smoking/vaping paraphernalia
- use of/possession of illegal substances or offensive weapons

As a matter of principle, the school does not link specific consequences to specific misdemeanours, as we appreciate that each incident can have different circumstances. However, there are serious breaches of our core values to which certain non-negotiable consequences are usually attached.

The following will likely result in a suspension or permanent exclusion; an escalation of consequences for repeated offences may be implemented:

- violence (verbal and/or physical) towards other learners
- use of language which is abusive or offensive towards someone because of a protected characteristic (Equality Act 2010)
- expressions of an extreme political or ideological nature/belief
- racist, sexist, homophobic, transphobic, or any other discriminatory behaviour
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- abuse of staff
- possession/use of alcohol or solvents
- bringing into school an item which could be classed as an offensive weapon or an imitation of an offensive weapon (this includes any object which has a blade/pretend blade e.g. swiss army knife, multitool etc)
- persistent breaches of discipline
- theft

Incidents involving offensive weapons or illegal substances will always result in the police being informed. Depending on the circumstances other incidents could also result in the police being informed.

Smoking/vaping or associating with smokers (including e-cigarettes/vaping) will result in a minimum of 1-day TX3. The first offence will be a minimum of 1 day, the 2nd offence 2 days and so on. Repeated smoking/vaping offences may lead to an escalation of consequences beyond TX3.

Behaviour on **journeys to and from school and on school trips** will be dealt with in accordance with the school's behaviour policy. Behaviour at other times outside of school which brings the reputation of the school into disrepute, and/or jeopardises the safety/wellbeing of learners or the wider community will also be dealt with in line with the school behaviour policy.

#### 14. Harmful Sexual Behaviour

(More information on this can be found in the schools '*Responding to Harmful Sexual Behaviours policy - Sept 21*')

**All harmful sexual behaviour is unacceptable** and will always be addressed as a serious matter.

The age of the learner will be taken into consideration in line with the NSPCC guidance.

A first offence of inappropriate language that would qualify as harassment or a first offence of a harmful sexual behaviour/sexual violence at a lower level such as a **first offence** of a short inappropriate touch **above clothing**, would usually be dealt with as follows:

- a. A report would be made to any relevant external agency.
- b. School would communicate with parents/carers of the victim and perpetrator (unless this would put either at risk of harm).
- c. The perpetrator would be sanctioned using isolation or a suspension, combined with an educational intervention.
- d. The safeguarding lead would determine if a Risk Assessment Management Plan is required.

### **Repeated lower-level harmful sexual behaviours**

Where behaviours of this nature are repeated, we would:

- 1) refer the learner's behaviour to external agencies, including the police, and seek advice from external safeguarding as to appropriate additional interventions for that perpetrator
- 2) sanction the individual at a higher level, including the potential for permanent exclusion
- 3) support and advise the parents/carers of the perpetrator to help ensure behaviour change occurs
- 4) complete a Risk Assessment Management Plan (reviewed at least once every three months)
- 5) Put a contract in place to ensure that the perpetrator and victim(s) were kept apart which would last until at least the end of that stage of their education (Key Stage 3, Key Stage 4 or Sixth Form)

### **Incidents of sexual violence in school**

Where a learner discloses an incident of sexual violence that has taken place in school, the school will always:

- 1) refer the incident to the police and to the Essex Social Care Team
- 2) investigate the incident (in accordance with any police guidance)
- 3) inform parents/carers of both the victim and the perpetrator (unless the police investigation prohibits this or unless this puts them at risk of harm)
- 4) complete a Risk Assessment Management Plan

Our safeguarding team would then look at what extra support each individual might need at this time (including the alleged perpetrator). This might include:

- a) counselling
- b) accessing support from school's pastoral area
- c) having a designated person on the pastoral team who they can approach at any time for additional support

The usual sanction for an incident of sexual violence in school would be a permanent exclusion.

The relevant section of the Suspensions and Permanent Exclusion Policy is that exclusions will be used for:

- *Actions causing gross offence to staff and/or learners, such that continued membership of the school community would be intolerable.*
- *Violence to other learners that impacts significantly on their welfare or is persistent.*

### **Incidents that take place outside of school**

#### **Investigating incidents that take place outside of school**

We do not have jurisdiction to investigate incidents of harmful sexual behaviour (HSB) that take place outside of school. These incidents can only be investigated by the police.

#### **Response to incidents that occur outside of school**

Where these incidents are disclosed in school we would always listen non-judgmentally to the learner and offer reassurance.

We would then:

- a) inform parents/carers of the victim (unless this would put them at risk of harm)
- b) support the learner/family to take the incident to the police and follow any advice given to the school by the police
- c) inform the parents/carer of the alleged perpetrator (unless this would put them at risk of harm or unless this had been prohibited by the police)
- d) refer the incident to Social Care and follow all advice given
- e) complete a Risk Assessment Management Plan
- f) provide support for both the victim and the alleged perpetrator (in line with the DfE guidance) and acknowledge the pressures and challenges that each will face under such circumstances. This might include:
  - a. counselling
  - b. accessing support from the school's pastoral area

- c. having a designated person on the pastoral team who they can approach at any time for additional support

### **Additional actions that would be taken to safeguard individuals following incidents outside of school (In line with the guidance from the DfE)**

#### **Following reports of rape and assault by penetration:**

- The alleged perpetrator would be removed from any classes they share with the victim. This is not an acknowledgement of the guilt of the alleged perpetrator as the school is not in a position to determine guilt or innocence in such incidents (this is in line with the DfE guidance).
- The school would also make a plan to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from school, and ensure that they are not on the same trips etc.
- A contract would be drawn up and signed so that the expectations are clear and both parties are kept apart.
- The wishes of the victim would be heard and, where possible, influence decision making, and they would be kept informed.

Should the police/Crown Prosecution Service inform the school that there are grounds for a trial/caution then the school would work with the family of the alleged perpetrator to organise a move to another school. The receiving school would be informed of the alleged actions so that further education and support could be put in place and so that the new school community could be appropriately safeguarded.

Should any learner be found guilty/accept a caution for an offence of this nature against a member of our school community, the school would move to permanently exclude under the Suspensions and Permanent Exclusion Policy as this would be evidence of an:

*Action causing gross offence to staff and/or learners, such that continued membership of the school community would be intolerable (Honywood School Suspensions and Permanent Exclusion Policy).*

It is often the case that the police/Crown Prosecution Service will decide not to move to charge an individual or to caution them. This does not mean the incident did not happen. The school will continue to educate and support both the individual reporting the incident and the alleged perpetrator. Contracts will continue to be in place to keep such individuals apart during lessons and activities in school and that will remain the case **until at least the end of that phase of their education (Key Stage 3, Key Stage 4)**. This is not a comment on the guilt of the alleged perpetrator as the school is not in a position to determine guilt or innocence in such cases. Both parties might have restrictions placed on things such as which trips could be accessed to ensure separation, and sanctions (including permanent exclusion) would be put in place where contracts were broken.

## **15. Permanent Exclusion**

The school aims to not make regular use of permanent exclusion. However, permanent exclusion would be likely in (but not limited to) the following circumstances:

- possession of illegal/controlled substances (regardless of quantity)
- possession with intent to supply illegal/controlled substances (regardless of quantity)
- possession and supply of illegal/controlled substances (regardless of quantity)
- Causing physical harm and/or violence towards staff - whether deliberate or accidental
- actions causing gross offence to staff and/or learners, such that continued membership of the school community would be intolerable
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- violence to other learners that impacts significantly on their welfare or is persistent
- persistent disruption, jeopardising the education of learners and not responding to other measures
- possession of an offensive weapon or object
- possession of an imitation offensive weapon or object in school

## **16. Intervention learning**

Where a learner is found to have not met the school expectations and the behaviour incident is categorised as bullying, harmful sexual behaviour, racism, transphobia or homophobia, the learner will be directed to attend an intervention learning session (unless the decision has been made that the incident is serious enough to mean the learner will no longer attend Honeywood). These sessions are not optional and form part of the consequence. Where a learner refuses to attend/engage in the session an alternative consequence will be implemented.

These sessions may involve working 1:1 or in a small group and will always be led by a member of staff. The intervention learning will be designed to support the learner(s) and to help them reflect on their actions and hopefully prevent a recurrence of the behaviour. On some occasions this learning may continue beyond the single session if it is thought that this would be beneficial for the learner.

## **17. Behaviour issues and SEND**

The school acknowledges that a learner's SEND can influence their behaviour and how they respond to specific consequences. In circumstances where a learner's SEND may have operated as a factor in a behavioural issue, steps will be taken to ensure that these factors are taken into consideration when determining an appropriate consequence; that information is communicated in an appropriate manner which is understood by them; and that where necessary, support will be provided to enable the learner to respond effectively. Liaison with or the direct involvement of the SENCo to support this process may occur to ensure adjustments are in place for learners. The SENCo will also be involved in reviewing a learner's needs when they start at the school or and when the implementation of any new behaviour measure occurs to mitigate any future issues by making reasonable adjustments so that behaviour incidents are avoided in the first place. We recognise that not all adjustments can be predicted ahead of time and in such circumstances, we shall unpick any incidents that may have arisen out of a SEND need and make additional arrangements to ensure future incidents are adjusted for - this may be done in partnership with the family.

## **18. Malicious allegations**

Malicious allegations are a severe breach of the respect code and will be dealt with very seriously. Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will decide the appropriate consequence for a learner on a case-by-case basis depending on the nature of the malicious allegation. This may include any consequence up to and including permanent exclusion. A referral to the police may be made if there are grounds for believing a criminal offence may have been committed. The headteacher will also consider the pastoral needs of staff accused of any misconduct.

## **19. Reviewing effectiveness**

### **Record keeping:**

The prompt and accurate reporting of incidents of inappropriate behaviour is particularly important in ensuring the effectiveness of the school's Behaviour Policy. SIMS is to be used for recording all incidents of inappropriate behaviour.

### **Monitoring and evaluation:**

The data held on SIMS will be regularly analysed to enable issues and trends in behaviour to be identified and addressed. Individual learners who are identified through the monitoring process as being at possible risk of disaffection or exclusion will be given appropriate support.

The Behaviour Management Policy and procedures will be reviewed regularly by a member of the Leadership Group to evaluate them and to ensure their operation is effective, fair and consistent. A report will be made to the Governing Body following each review.

## **Staff training:**

The governors and school are committed to providing information and training on behaviour management matters to all groups of staff through:

- induction training for all new staff
- reviews of continuing professional development needs
- whole school INSET
- specific planned/tailored training
- management of specific incidences of bullying

## **20. Use of reasonable force**

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a child or young person;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the child or young person or others;

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with youngsters. 'Reasonable in the circumstances' means using no more force than is needed. All members of school staff are legally empowered to use reasonable force. (Sec 93, Education and Inspections Act 2006)

The guidance produced by the Department for Education (July 2013) Use of reasonable force - Advice for headteachers, staff and governing bodies (DfE, 2016) states that:

"Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm."

In all situations where, physical contact between staff and children and young people takes place, staff must consider the following:

- the child or young person's age and level of understanding
- the child or young person's individual needs and history
- the location where the contact takes place (ideally it should not take place in private without others present).

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned, and should always depend on the individual circumstances.

## **21. Other physical contact with learners**

There are occasions when physical contact, other than reasonable force, is proper and necessary. Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance.

For example:

- when comforting a distressed youngster

- when a learner is being congratulated
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE sessions or sports coaching
- to give first aid

It should be acknowledged that some children will not want to be touched. This should be respected.

## 22. Searching learners and possessions

A suspension or permanent exclusion can take place as the result of searching a learner. The Behaviour Management and Bullying Policy should always be read in conjunction with the Suspensions and Permanent Exclusion Policy.

Searching can play a critical role in ensuring that schools are safe environments for all learners and staff. It is a vital measure to safeguard and promote staff and learner welfare, and to maintain high standards of behaviour through which learners can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item listed or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the learner).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images.
- Other items specified
  - Vape pens and smoking paraphernalia;
  - Mobile phones

Under common law, school staff have the power to search a learner for any item if the learner agrees. The member of staff should ensure the learner understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising our powers, the schools will consider the age and needs of learners being searched or screened. This includes the individual needs or learning difficulties of learners with Special Educational Needs (SEN) and make reasonable adjustments that may be required where a learner has a disability. School staff may use CCTV footage to decide whether to conduct a search for an item.

The designated safeguarding lead (or deputy) will be informed of any searching incidents where the member of staff has reasonable grounds to suspect a learner is in possession of a prohibited item as listed above. The staff member will also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk

The school does not need a learner's consent to search them if the school thinks they may be in possession of prohibited items, including (but not limited to):

- weapons, e.g. knives
- alcohol

- illegal drugs
- stolen goods
- vape pens & tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules (including mobile phones)

### **Before a search**

Before any search takes place, the member of staff conducting the search should explain to the learner why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the cooperation of the learner before conducting a search. If the learner is not willing to cooperate with the search, the member of staff should consider why this is.

Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a learner continues to refuse to cooperate, the member of staff may sanction the learner in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the learner. During this time the learner should be supervised and kept away from other learners.

If the learner still refuses to cooperate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. Refusal to be searched by a learner may be treated as an admission of being in possession of one more prohibited item and will then be dealt with in line with the school policy for being in possession of one or more prohibited items.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the learner harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the learner themselves

### **During a search**

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- 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 the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.



When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. The member of staff may use a metal detector to assist with the search. The member of staff's power to search outlined above does not enable them to conduct a strip search.

The member of staff may use a metal detector to assist with the search.

### **23. Strip searching**

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should always advocate for pupil wellbeing.

Before calling police into school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and should always ensure that other appropriate, less invasive approaches have been exhausted. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them, and the role of the school is to advocate for the safety and wellbeing of the pupil(s) involved.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

#### **After a search**

Whether or not any items have been found as a result of any search, schools should consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy) as set out in Part 1 of Keeping children safe in education. They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

If any prohibited items are found during the search, the member of staff should follow the guidance on confiscation. If a pupil is found to be in possession of a prohibited item listed, then the staff member should alert the designated safeguarding lead (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

#### **Recording searches**

Any search by a member of staff for a prohibited item listed and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

## **Confiscation**

### **Items found as a result of a search**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

The school can choose to hand any confiscated items to the Police should they feel it is an appropriate action.

### **Electronic devices**

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. Staff can also delete files or images if they have been or could be used to cause harm, disrupt teaching or break school rules.

If a learner is suspected to have done something illegal, information held on their phone may be passed to the police.

### **Confiscation as a disciplinary penalty**

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

### **Reasonable force**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Complaining about a search**

If a parent/carer is unhappy with a search carried out on their child at school, they should talk to the headteacher. If the parent/carer is still not satisfied, they should follow the school complaints procedure.

## 24. Bullying & Harassment

Bullying, harassment, victimisation and discrimination will not be tolerated, regardless of type.

Every week a Google Form is sent to all learners (Anti-Bullying and Peer on Peer Abuse Report Form). Learners are able to discreetly report any concerns they have regarding bullying of themselves/friends/peers. This information then goes directly to SLT and Cohort Leaders, who will investigate the allegation of bullying and aim to resolve the issue.

Some definitions of bullying (source: <https://www.gov.uk/bullying-at-school/bullying-a-definition>):

*Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of racial, religious, cultural, sexual, sexist, homophobic or special educational needs/disability related bullying. It may occur directly through physical (including sexual) contact or intimidation, verbal comments and emotional means (by excluding, tormenting or spreading malicious rumours). It can also occur indirectly through cyber-technology (social websites and chat rooms, email, e-photos, mobile phones and text/SMS messages) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.*

Learners will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This is defined as 'relational conflict' and is a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely, however, to be repeated behaviour and may even be accidental, but learners will make an effort to resolve the problem and will want to resolve the problem. Relational conflict would not be recorded as bullying, but would be recorded as a 'friendship issue' to keep track of the situation.

However, it is important to recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour, particularly when there is an imbalance of power when a group acts against an individual, for example. At this stage this behaviour would be recorded as bullying.

The school adopts a zero-tolerance approach towards bullying/abuse, and it should never be passed off as "banter", "just having a laugh", "part of growing up" or similar phrases, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

### **The nature of bullying**

Bullying can be either physical or verbal in nature. It is impossible for anyone other than the victim to understand the full extent of the distress caused by any single or series of incidents. Severity of physical assault can be judged by those outside, but its emotional impact largely remains personal to the victim.

The Honywood response:

An overarching aim at Honywood is that the potential of each individual learner is achieved to the fullest possible extent. A prerequisite must, therefore, be that all learners are offered a "safe, pleasant and productive learning and leisure environment". Such an environment is no way compatible with the presence of bullying or bullies within the school. Bullying must not and will not be tolerated under any circumstances at Honywood. It is seen as the responsibility of everyone to prevent its occurrence and to ensure that appropriate steps are taken immediately to remedy the situation, where evidence of bullying is found.

Strategies for the prevention of bullying within Honywood:

Learning Group Leaders in particular, along with the wider school staff, play a vital role in ensuring that the ethos of Honywood fosters and reinforces the notions of teamwork, communication and good personal relations at all levels and with all members of the community. The Personal and Social Education

programme forms the curriculum base for work with learners along these lines. Team building, valuing other people's ideas, beliefs and relationships, developing empathy, the promotion of self-respect and self-value in developing a true understanding of oneself are the essence of the Learner Awareness Curriculum Learning, of the programme of learning delivered through Learning Session 5 and its linked assembly programme.

The general environment of the school is an important factor in determining how young people respect their peers and others. People of all ages work better and more happily in an environment where people care; care about the physical state of the building and have use of that building in leisure time as well as during structured lesson time.

Communication is another major factor in the prevention of bullying. Bullying flourishes best where learners feel afraid to talk to their peers or to staff about what concerns them. Victims often feel a sense of guilt about what is happening to them and are therefore reluctant to tell even friends or relatives. Regular parent/school communication through Learning Review meetings, email/telephone calls, Headlines, and indeed the welcoming nature of the office staff, makes for strong and positive school/family links. Learning Group Leaders, wherever possible, remain with the same group throughout that group's time at Honywood, allowing for greater continuity and a deeper knowledge of each learner.

Identification of any change in a learner's behaviour which may be attributable to being bullied can thus be made more readily and any subsequent monitoring is likely to be more effective.

Staff should alert the CL to any incidents. Notes of these should be recorded on SIMs.

Despite all these good points and a real commitment from staff to eliminate bullying, things can and do sometimes go wrong. We are aware of this and remain vigilant and responsive.

### **Harassment**

Harassment of learners and staff will not be tolerated. Any individual found to be responsible for behaviour deemed to be harassment will face significant consequences. Consequences are likely to range between isolation and permanent exclusion.

Harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Examples of harassing behaviour include:

- spreading malicious rumours
- unfair treatment
- picking on or regularly undermining someone
- denying someone's training or promotion opportunities

Harassment can happen:

- face-to-face
- by letter
- by email
- by phone
- by social media

Harassment is against the law. This is when the unwanted behaviour is related to one of the following:

- age
- sex
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race

- religion or belief
- sexual orientation

### Parental communication

#### Parental interviews

When a bullying incident is repeated, parents/carers of both parties are requested to discuss the problem with the Learner Group Leader/ Cohort Leader/ other appropriate senior members of staff.

#### Monitoring

The person being bullied should log all incidents which continue, including messages via text or other social media. Any evidence should be collected by all parties.

#### Advice for learners

Bullying is not normal, and is not something that you have to endure. Those who bully must be stopped, for your sake as well as for others.

Tell your friends, your Learning Group Leader, your other teachers, and above all your parents/carers.

What should they do?

Friends	Having the confidence to tell your friends means they will be to reassure you and support you in learning sessions and in social situations
Members of staff	They will be able to reassure you and work with everyone involved to resolve the situation, putting things in place where needed
Parents	They will be able to support you and work with your teachers and the school

What should you do if you see bullying going on?

There are no innocent bystanders when it comes to bullying. If you witness an attack and do nothing to help the victim, you become part of the bullying.

Remember - if you are being bullied, don't keep quiet about it. It is not acceptable, it is never your fault, and you have nothing to be ashamed of.

#### Advice and guidance for members of staff

- Listen – Believe – Act
- Be vigilant, watch for any early signs of distress in learners.
- Listen carefully and record all incidents.
- Offer the victim immediate support and help by informing the Learning Group Leader/CL who will put the school procedures into operation straight away.
- It must be made clear to the bully and his/her parents/carers that their behaviour will not be tolerated under any circumstances.
- Use learners as a positive resource to counter bullying.