

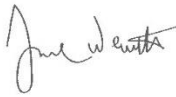


## Behaviour Policy

Please also see:

- Academy level 'Behaviour Management Procedures'
- 'Promoting Excellent Behaviour: Creating safe and positive environments for everyone to thrive' A Harmony Trust Framework

### Document Control

Description	By Whom	Date
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## Rationale

At The Harmony Trust we want all pupils to be able to learn in **calm and supportive environments** where they feel happy and safe. We aim for all our children to achieve to their **highest potential** regardless of their need or circumstance. We know that **excellent behaviour and high expectations** are fundamental in ensuring that every child succeeds. We all have a part to play in building **positive attitudes to learning**. Developing and fostering **effective relationships** is crucial to this.

We are aware that there a range of factors that can have a strong impact on pupil behaviour and need to be fair and **responsive to the individual needs of children**. Where self-regulation is difficult and negative behaviour is displayed, we are committed to supporting both the child and their family in managing this and enabling our staff to meet need.

## Aims

The Harmony Trust Aims to:

- encourage a calm, purposeful and positive environment within each academy
- foster positive, caring attitudes and healthy relationships
- acknowledge and value efforts and achievements at all levels
- encourage independence and self-discipline so that each child learns to accept responsibility for her/his own behaviour
- identify and support pupils' emotional well-being
- have a consistent approach to behaviour
- promote and value parental engagement
- listen to and respond to pupil voice
- provide clear rules and boundaries and communicate them effectively
- reward positive behaviours and efforts
- ensure consequences are fair and supportive, allowing opportunity to correct behaviour

## Principles

The following principles permeate this policy and the related framework document (adapted from EEF):

- Positive relationships, positive approaches, positive language
- Shared responsibility by all stakeholders
- A focus on developing learning behaviours
- Simple and effective classroom management strategies applied consistently
  - *Rules are clear and termed in the positive e.g. listen to others*
  - *Routines are clear and taught on a regular basis*
  - *Rewards are used consistently and generously*
- Targeted approaches for individuals through a graduated response
  - *Differentiation of the application of the policy*
  - *Collaboration with Harmony Inclusion Hubs to support pupils who may be at risk of exclusion*
- Working with parents as partners

## Legislation, statutory requirements and statutory guidance

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

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf) Behaviour in schools: advice for headteachers and school staff 2022
- <https://www.gov.uk/government/publications/searching-screening-and-confiscation> Searching, screening and confiscation: advice for schools 2022
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2023](#)
- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), September 2014.

## Roles and Responsibilities

To ensure we achieve our aims and to achieve a positive learning culture in all our academies, everyone has a role to play and a contribution to make.

Principals are responsible for the consistent application of this policy and related Framework document in their academies.

### Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect and kindness
- To follow the academy rules and be a role model to others
- To listen to others and follow instructions
- To look after property and the environment in and out of school
- To co-operate with other children and adults
- To show pride in themselves and the academy

### Staff responsibilities:

- To have a positive attitude and praise positive behaviours
- To treat all children and adults fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and engaging learning
- To create a safe and pleasant environment, physically and emotionally
- To use rules and consequences clearly and consistently (following this policy)
- To be a good role model to children and adults

- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim
- To recognise each child as an individual
- To use a range of strategies to support pupils' emotional well-being
- To be aware of the potential impact a child's life experiences can have on their emotional well-being and behaviours
- To be aware of any additional needs a child may have and provide a differentiated response

Parents' responsibilities:

- To make children aware of appropriate behaviour
- To praise positive behaviour and effort
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To foster good relationships with the school
- To support academies in the implementation of this policy
- To be aware of the school rules and expectations
- To make the academy aware if there are any changes that may affect the child's behaviour

Trustee responsibilities:

- To monitor the implementation of the policy
- To ensure adequate resources and training have been allocated to ensure this policy is successfully implemented

**Involving Parents and Carers**

As a Trust we firmly believe that the more engaged parents are in the education of their children the more likely their children are to succeed.

Supporting pupils to develop positive behaviour is a partnership between school and home. Academy Rules should be shared with parents and they should be regularly reminded of them through the usual academy communication methods.

Parents should be informed of both positive and negative behaviour. When parents are approached, it should be with a view to seeking their help and support as well as to inform them of any incident which has occurred.

**Safeguarding and Behaviour**

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or further support in another aspect of their lives. When this is identified, academy leaders/ the DSL will investigate whether there is any correlation between behaviour and any known or newly presenting safeguarding concerns.

It is important that those involved have comprehensive knowledge of all pupils to be able to apply professional judgement in these cases. The accurate recording of incidences of disruptive behaviour is highly important in forming the overall picture. (see: Recording Behaviour section for further information)

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Rules

Academy Rules should be worded in the positive and be easy to understand and apply. For instance, a rule such as *'Look after things and each other'* is easier to exemplify than a general aim of *'be positive'*. There should not be too many rules: 5/6 should be the maximum to ensure they can be remembered and applied.

Rules should be referred to regularly by all stakeholders and be displayed appropriately in classrooms and in spaces around the school where they can be seen by pupils and support adults to reinforce them.

It is important that parents are aware of the rules and understand the rewards and sanctions of the academy.

## Behaviours for Learning

Negative behaviour choices can often be the result of pupils becoming disengaged in lessons and not having the necessary skills to overcome challenges they might encounter in their learning. Developing a positive learning environment can support the overarching aims of this policy.

Teachers should explicitly teach strategies around resilience and self-scaffolding\* techniques as part of their overall behaviour management approach.

*\*Pupil planning, Problem Solving and Reviewing (MPTA Training)*

## Our Approach to Positive Behaviour

Within The Harmony Trust, we understand that the most effective strategies for managing behaviour are those which focus on recognising and rewarding positive behaviour. All actions have consequences and the consequences of good behaviours are positive rewards. Academies should incorporate a rewards-based system into their unique contexts.

Where behaviour policies are applied effectively, approaches which reward pupils by incentivising 'collecting' rewards over time to earn a 'special treat' are a common feature. There should be a balance of rewards for individuals (stickers, stamps etc) and rewards for groups (table/team points).

Rewards should be awarded consistently and understood by all stakeholders.

Each academy should employ a range of positive behaviour strategies. The specific strategies used at each academy are to be found in the academy's handbook or behaviour management procedures documents, but may include:







	<b>Smile</b>	The most common reward used is “the smile” to recognise that the child is making the right choices.
	<b>Verbal Praise</b>	Public recognition for correct behaviour choices and / or good work.
	<b>Stickers / Tokens</b>	A whole school approach meaning that all staff can give stickers which pupils then stick on their reward cards.
	<b>Sharing good work</b>	Public acknowledgement in class. This can be completed via Purple Mash too. Whole class rewards can be given too.
	<b>Star of the day</b>	A certificate/note displayed in class to recognise a super day
	<b>Celebrate success with parents</b>	A message communicated with parents by parent mail/phone call home/twitter (following agreement from Principal)

Figure 1

## Our Approach to Negative or Challenging Behaviour

The vast majority of our children are well-behaved but we must address any negative behaviour issues that occur. Adults should always respond in a way that is fair and proportionate. All actions have consequences and the consequences of negative behaviours are sanctions.

If a child behaves in an unacceptable manner we use the language of *Choice and Consequence*. We understand that mistakes are normal and therefore consequences should be supportive and give children the opportunity to restore / reset.

Sanctions should not be the removal of rewards, this undermines the power of positive reward and negates the impact of the reward.

Groups of pupils should not be penalised for the actions of the minority (*for instance, whole classes or groups of children staying in at playtime because 1 or 2 pupils have not followed the academy rules*).

The specific sanctions used at each academy are to be found in the academy’s handbook / behaviour management procedures but these may include:






	<b>“The Look”</b>	Minimal eye contact and a stern look given for routine misbehaviour
	<b>Praise others</b>	for making the appropriate choice
	<b>A reminder</b>	A reminder of expectations by identifying and praising a child doing the right thing – <u>e.g.</u> “Thank you... for putting your hand up”
	<b>Addressed by Principal</b>	For serious incidents / persistent behaviour, child to be seen by Principal (following social distancing guidelines) and incidents logged
	<b>Speak to parents</b>	Formal contact made and parents spoken to by Principal by telephone and agree parental contract to ensure they accept and support our work

Figure 2

When addressing any incident of negative behaviour linked to any of the protected characteristics, the language used should be that of equality and diversity, not difference.

## Responding to Behaviour

There are some general principles which encourage consistent, successful behaviour in school.

- Set **clear and high expectations** that children can understand and follow
- Give **frequent praise** for good behaviour as well as for good learning
- Deal with situations in a **calm**, firm manner avoiding confrontation where possible
- Use the **language of choice** and give the child the **opportunity to correct their behaviour**
- Use **positive language** whenever and as often as possible
- Think carefully about what is being said; **set realistic consequences for negative behaviours**
- Where possible and appropriate, staff should try to deal with situations themselves to enhance their own credibility and authority
- **Praise children who are doing the right thing** as an incentive for others to follow
- Be **consistent** whilst still taking into account each child’s individual needs
- Always **challenge unacceptable behaviour** and ensure information is passed to the child’s teacher
- Be consistent in behaviour management - at all times and in all locations

The following table exemplifies procedures which could be followed for consistency and to ensure the principles of the behaviour policy are followed:

Table 1 Example procedures (good practice)

<b>i.e. Using bad language</b>
<ul style="list-style-type: none"> <li>○ The first time it is used within the classroom, a stern look is given and a reminder of the consequences of what will happen as a result of the bad language.</li> <li>○ If the bad language continues, a sanction is applied and another reminder given of expectations.</li> <li>○ If it continues to be used, and in a loud manner, the designated member of staff is called for and the next sanction is applied.</li> <li>○ The staff member will assess the situation and will either work in the classroom with the child or remove them from the classroom to complete the work.</li> <li>○ Positive strategies will be used to re-engage the child back into the lesson.</li> <li>○ The class teacher will record this on CPOMS notifying and alerting SLT.</li> </ul>
<b>i.e. Refusal to work</b>
<ul style="list-style-type: none"> <li>○ If the child refuses to complete their work, a stern look is given and a reminder of the consequences of what will happen.</li> <li>○ If the child does not settle to their work and still refuses to complete the task set, the designated member of staff is called for and a sanction is applied.</li> <li>○ The staff member will assess whether the child can work with them at a table on their own in the class or outside the classroom.</li> <li>○ If they complete the work, a reward can be given and time used after to discuss the issue. Plenty of positive praise should be given for doing the right thing.</li> <li>○ If they continue to refuse to work, a further sanction is applied and they are taken to a member of SLT for Time Out. No sticker can be given on the chart.</li> <li>○ The class teacher will record this on CPOMS notifying and alerting SLT.</li> </ul>



### **i.e. Arguing/Fighting**

- If the child argues/fights with another child in the class, the designated member of staff will be called immediately. The child will be reminded of our expectations and an appropriate sanction is applied.
- The designated member of staff will assess the situation and decide if they need time out with them on or if they need time out with SLT (if different from designated member of staff).
- The designated member of staff will investigate the incident and will discuss with SLT the appropriate consequences.
- If the child calms down and is ready to go back in class, they can go back to class and they will continue to monitor the behaviour.
- If the child is still not calm, the teacher will provide work for them to be completed away from his/her classroom, supervised by a member of staff.
- Parents will be called by SLT if they continue to be disrespectful and disruptive.
- The SLT member will record this on CPOMS notifying and alerting the Principal.

It is important the positive strategies to praise good behaviour are applied wherever possible – smile, verbal praise, stickers, postcards and phone calls to parents (if agreed by SLT).

### **Recording Negative Behaviour (*see also: Responding to Behaviour*)**

There should be a differentiated approach to recording negative behaviour.

Any incident directly related to bullying, violence or derogatory or discriminatory language linked to any of the Protected Characteristics should be immediately recorded on CPOMS.

Incidents of 'Low Level' disruptive behaviour should be recorded on CPOMS when any of the following criteria are met:

- When the pupil has been reminded of the academy rules and the behaviour continues (i.e. stages 1, 2, 3 from figure 2 have not been effective)
- The pupil is on a behavioural support plan and that plan states such behaviour should be recorded
- The class teacher's professional judgement identifies that this behaviour as part of a trend which might signal wider issues
- There are known safeguarding concerns where this behaviour might indicate a change in the child

### **Exclusion and Suspension (*see also the Harmony Trust Exclusions Policy*)**

In rare, serious cases, one of the following sanctions may be necessary:

- Seclusion at playtime/lunchtime
- Lunchtime Seclusion
- Internal Seclusion from own class
- Fixed term suspension
- Permanent exclusion

These will be sanctioned by the academy Principal (or in his/her absence another member of the senior leadership team).

Fixed term suspensions and permanent exclusions should only be made by the Principal and **must be reported to the Trust via the Head of Inclusion**. Where a child is at risk of repeated suspension or more seriously, permanent exclusion, the support of the Trust should be urgently obtained. Initially support should be sought from the Head of the Inclusion Service or in her absence the Director of Education. Please see the [Exclusions Policy and Guidance Manual](#) for further information.

### Seclusion

In rare circumstances, a disruptive pupil might be placed in an area away from other pupils for a limited period. For example this may be sitting with a senior leader or accessing a sensory room or calming space. This is with the intention to protect and ensure the safety and well-being of the child and others they may be in contact with. The sole purpose is to enable the child to calm their behaviours, to be supported by adults and to be able to return to their learning as soon as reasonably possible. This procedure would be internally managed and relevant risk assessments would be in place prior to the intervention taking place. Adequate staff supervision will be in place at all times. Where a child is in need of frequent seclusion then the Head of Inclusion should be made aware. A behaviour plan should be developed with parental involvement and all available services and support should contribute to ensuring that the appropriate provision is made available to that child to meet their needs.

Seclusion should not be used for long periods. The academy has the responsibility to ensure that all the steps of the behaviour policy are followed prior to this intervention taking place.

*For all instances of seclusion, suspension and exclusion internal records should be kept and the Head of Inclusion notified using the Trust Seclusion/Suspension/Exclusion Notification Form within the Exclusion Support Manual 4.22. Records of seclusions are included in the Termly report to trustees.*

### **Access to specialist provision for pupils at risk of exclusion**

For pupils identified as requiring additional or different provision, a graduated response of *Assess, Plan, Do, Review* will be undertaken by staff. During this cycle approaches should be revisited, refined and revised building on a growing understanding of learners' needs and the support needed in helping them to make good progress and secure good outcomes. Where pupils need provision that is different to 'quality first teaching' it should be *an additional to and different from* in the form of Specialist Provision.

The Trust sees parents as partners in their child's education and values their contribution. Parents are entitled to a termly review to discuss their child's needs and progress but we endeavour to maintain regular contact with parents so that we can continue to understand the needs and wider context for the child.

For Intensive Intervention / Specialist Provision to be successful it must be developed within a whole school model. The ethos and culture of the academy is paramount to the success of the model.

It is essential that the whole workforce has the same values and principles and the belief that:

- Children are individuals their needs are unique
- Schools can make a great difference to the life prospects of disadvantaged children
- Successful intervention is within the academy's reach
- Deprivation can take many forms and is not just about what has happened to the child but what has not happened to/for the child

- Social and Emotional Needs are a Special Educational Need and are often a result of missed early childhood developmental needs and experiences
- Children with Special Educational Needs should be educated within the mainstream setting for as long as reasonably possible
- Behaviour is a form of communication, challenging behaviour is often a symptom of unmet need

The Inclusive Model is built on a highly effective workforce who establish and build upon nurturing and responsive relationships within High Quality Supportive Environments.

*See also: Inclusion Hub Prospectus and Inclusion Policy*

## **The use of ‘reasonable force’**

In very rare circumstances, staff may use “reasonable force” to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This is always used as a last resort and the action taken will be proportionate.

This may take the form of “control” (e.g. standing between pupils, blocking a pupil’s path or leading a pupil by the arm away from harm) or “restraint” (holding back a pupil physically to prevent harm). It may also include searching pupils and property without consent if looking for prohibited items (as defined in the Education Act 1996).

There are a number of principles we follow regarding the use of reasonable force:

- Physical intervention is used only as a last resort when other appropriate strategies have failed
- Any physical contact is only at the minimum required
- Consideration for the safety and dignity of all concerned is considered at all times
- The Principal should be made aware of the incident as soon as reasonably possible and should support and advise colleagues as to the appropriate strategies and actions
- Incidents are recorded thoroughly and shared with the Head of Inclusion
- Parents are informed of each incident, their responses are also recorded
- A behaviour plan should be in place for any child needing this type of intervention and services and agencies should contribute to the writing of that plan

The use of reasonable force is rare. For disabled pupils or for those with Special Educational Needs or Disabilities (SEND), there is a legal duty to make reasonable adjustments, and this would be considered on an individual basis.

The Trust follows the DFE guidance on the use of reasonable force.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **Allegations against a member of staff – malicious allegations**

Very rarely, a pupil may make an allegation against a member of staff. The academy should follow all guidance as per the Trust Safeguarding Policy. The Head of Inclusion and Head of Safeguarding should be made aware of the allegation and advise accordingly including referral to the LADO. All allegations will be investigated thoroughly. If, after investigation it is deemed that the pupil has made malicious allegations, they are likely to have breached academy behaviour policies. The academy would then apply an

appropriate sanction, which could include a suspension or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

## **Children Leaving School Premises Without Permission**

Children are not given permission to leave the academy premises and we put safeguards in place to minimise the risk of this happening. However, if a child chooses to leave the premises without permission, every effort will be made to:

- Find the child
- Contact the family

If the child is not found within 25 minutes, the police will be informed. This may be sooner if there are specific vulnerabilities which deem this appropriate.

## **Protected Characteristics**

The following characteristics are protected characteristics, as described by the Equality Act 2010:

- *age;*
- *disability;*
- *gender reassignment;*
- *marriage and civil partnership;*
- *pregnancy and maternity;*
- *race;*
- *religion or belief;*
- *sex;*
- *sexual orientation.*

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, we achieve this by:

Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. School council elections, Playground Buddies, Anti-bullying week, RE and PSHE curriculum, British Values, Talking Partners, and playtime buddies.

Fostering good relations by providing enrichment opportunities e.g., visits to a range of places of worship, visiting artists, specialist teachers in music and sports, a variety of external trips that extend an understanding of positive role models and past events.

Ensuring that our academy is seen as an active school within our local community e.g. participation in sports events including those for children with disabilities, visits to local secondary schools, fund-raising initiatives and charity weeks; Recognising our responsibilities to the environment near and far through our globally immersive curriculum; Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists

All of the above are enhanced through the 10 points of The Harmony Pledge

Equality and diversity are actively celebrated at an age-appropriate level in all academies.

## **Racist Behaviour**

Racist behaviour of any kind will not be tolerated in our academies and must be dealt with swiftly and effectively.

### Definition of Racist Behaviour.

Our definition of racist behaviour is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or teaching assistant overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

### What does Racist Behaviour look like?

Racist behaviour may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or 'insignia'
- Bringing racist material such as leaflets, magazines or computer software onto the premises
- Recruiting other young people to racist organisations or groups

### Dealing with Racist Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. When dealing with an incident of racist behaviour staff should make it explicit to all involved that any racist behaviour is unacceptable and contravenes the school's culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the Principal. The action to be taken will depend on whether the perpetrator is known and whether he/she is a pupil, a member of staff or an outside perpetrator. The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

### Reporting Racist Incidents

All incidents of racist behaviour should be reported to the Principal or a senior leader in the academy, they should be effectively recorded on the management tool CPOMS. As per our CPOMS guidance they should

be tagged as a racist incident with the Principal notified. The actions taken, contact with parents and any consequences should be clearly recorded.

All incidents should be reported to the Head of Inclusion using the form at App. 1. The level of racist incidents in academies will be monitored by the Head of the Inclusion Service.

The following criteria should be used in the reporting and decision making process -

- The victim believes the behaviour was motivated by racism
- The victim has been subjected to the behaviour on more than one occasion
- There was more than 1 perpetrator
- The perpetrator has been spoken to previously about similar behaviours
- Recognised derogatory terms were used by the perpetrator[s]
- The racist behaviour appears to have been planned in advance
- The perpetrator appear to have racist intentions by the behaviour

Reporting forms will be collated by the Head of Inclusion and termly overviews provided and shared with the CEO, the Director of Education, the Safeguarding team and trustees where needed. Academy Principals will maintain records of incidents within their own academy. The delivery of staff training should be annual and further guidance will be given by the Inclusion Service. Our scheme of work for personal, social, health emotion education [PSHE] details the curriculum input for pupils.

### Training for Staff

All academy staff will receive training annually on racist behaviour using a range of Ihasco modules -  
Equality and Diversity Training – completed by all Trust staff

Unconscious Bias for Employees – completed by all staff without line-management responsibilities

Unconscious Bias for Managers – completed by staff with a line management responsibilities

Training will be undertaken by all staff as part of their induction and will be renewed at least every 3 years or if there is an update that requires this sooner.

## **Sexualised Behaviour, Sexual Violence & Sexual Harassment**

See 'Keeping Children Safe in Education 2023 Part Five: Child-on-child sexual violence and sexual harassment'

The Harmony Trust acknowledges that sexual violence and sexual harassment can occur between children **of any age and sex**. As set out in part one of Keeping Children Safe in Education (KCSIE), all staff working with children are advised to maintain an attitude of '**it could happen here**' especially when considering child-on-child abuse..

### What do we mean by Sexualised Behaviour?

Inappropriate sexual behaviour can take many forms and includes online behaviour. It includes but is not limited to -

- Gender based name calling
- Grabbing bottoms, breasts and genitalia
- Pulling down trousers

- Flicking bras
- Lifting up skirts [up-skirting is a criminal offence]
- Sexual comments such as telling sexual stories or making lewd remarks including about clothing or appearance or calling someone sexual names
- Sexual 'jokes' or taunting
- Physical behaviour such as deliberately brushing against someone or interfering with clothing
- Sharing pictures or photos of a sexual nature
- Online sexual harassment including sharing of nude or semi-nude images, sexual messages, coercion or threats

### Preventing Sexualised Behaviour in our Academies.

The Harmony Trust is aware that the best strategies to support the prevention of child sexual violence, sexualised behaviour and harassment are those which take a whole academy approach. This means involving everyone in the academy including all staff, children, parents, carers and trustees. Safeguarding and child protection are a recurrent theme running through all policies and procedures and the prevention and management of any sexualised behaviour form part of this process.

All staff, pupils and parents should be made aware that within The Harmony Trust:

- there is a zero-tolerance approach to sexual violence, sexual harassment and sexualised behaviour and that it is never acceptable.
- Sexualised behaviour will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".
- Incidents of sexualised behaviour of any kind should be reported to any adult by a pupil and a member of the academy leadership team by staff or parents.

Our Personal, Social and Health Education and Relationships Education Policies include details of our whole trust approach to supporting pupils in developing positive relationships and an understanding of appropriate and inappropriate behaviours.

See also *'Sexual violence and sexual harassment between children in schools and colleges. Part three: A whole school or college approach to preventing child on child sexual violence and sexual harassment'* [DfE Sept. 21].

### Dealing with Sexualised Behaviour

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Whereas dismissing or tolerating such behaviours risks normalising them.

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours can lead to a culture of unacceptable behaviour within the academy. This can lead to an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. It is essential that all staff understand the need to address any incidents of 'everyday sexist stereotypes and everyday sexist language'.

Each academy determines the sanctions that will be applied to incidents of sexualised behaviour and these can be seen in the academies' 'Behaviour Management Procedures'.

## Support for Victims and Perpetrators

Children who are victims of sexual violence and sexual harassment, wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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.

Academies also need to provide support for the alleged perpetrator(s) with safeguarding support as appropriate and implement any disciplinary sanctions. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the special educational needs co-ordinators (SENCOs).

## Reporting Incidents of Sexualised Behaviour

Systems must be in place in all academies for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views. Children should be made aware of who they can talk to if an incident occurs or if they do not feel safe. Procedures for reporting should be well promoted, easily understood and easily accessible.

A record of all incidents will be made on the academy safeguarding records using CPOMS and include a confidential record of the victim, perpetrator, detail of the behaviour and the actions taken, including whether parents were involved.

Following any report of sexualised behaviour it is likely that a risk assessment will be implemented to ensure the safety of children and support for the alleged perpetrator.

For all cases of sexualised behaviour, a decision must be made as to whether a referral is required to Children's Social care and / or the Police. Where the decision is made not to refer, the reason for this must be recorded on CPOMS.

All incidents of sexualised behaviour must be reported to the Head of Safeguarding at the time of occurrence (this can be through CPOMS). They should also be included in the Safeguarding data report collated by the Head of Safeguarding and shared with trustees in the termly safeguarding report.

See also, Trust guidance document on managing Harmful Sexual Behaviours

## **Misbehaviour Not on School Premises**

The behaviour of pupils outside the school gates is generally a matter for parents or carers to follow up. However, there are circumstances where it is appropriate for in-school investigations and sanctions to occur.



These include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Identifiable in some other way as being a pupil at the school

Or when:

- There could be repercussions for the orderly running of the school
- There is a threat posed to another pupil or member of the public or staff
- The reputation of the school could be adversely affected.

Sanctions would be the same as those for incidents occurring in school. Sanction will only be conducted when the pupil is on school premises or when the pupil is under the lawful control of a staff member e.g. on an educational visit

## **Online Misbehaviour**

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

- It poses threat or 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

Where misbehaviour is in the form of online abuse or cyber bullying then the relevant safeguarding and bullying procedures should be followed. The incident should be recorded on CPOMS as per the Trust guidance and the appropriate sanction should be issued in line with this policy.

## **Mobile Phones**

Mobile phones belonging to pupils are generally not permitted in academies. In exceptional circumstances, such as for those children who travel alone on public transport to and from school, pupils are permitted to bring a mobile phone but these should be handed into a nominated member of staff as soon as they arrive on the premises and collected at home time.

In cases such as these, parents/carers should sign an acknowledgement of this arrangement prior to the pupil bringing a phone into school.

If a child does not hand the phone in to the designated person as they arrive, then the Principal (or SLT member) will confiscate the device in accordance with the DfE [Searching, Screening and Confiscation Advice for schools](#), (July 2022) *Paragraph 80*. The device will be kept in a safe place until child's parent/carer can come to school to discuss what has happened and any subsequent sanctions.

If the parent/carer cannot come to school that day, but the child needs the phone to travel home safely, then a follow-up meeting must be arranged to discuss the matter retrospectively and prevent it happening again. Persistent non-compliance will result in the academy applying their usual behaviour sanctions as set out in their policy.

## **Strategies to Support Pupils to Improve Their Behaviour**

Some children may need additional support with their behaviour. Where necessary, individual behaviour plans will be put into place (in liaison with parents and other agencies where relevant). There may also be referrals made to other agencies (e.g. Educational Psychology, Healthy Young Minds or local behaviour support services) where it is felt this would support the child's behaviour.

The Harmony Trust is committed to the approaches identified in the Education Endowment Fund Guidance Report, 'Improving Behaviour in Schools' and the 6 recommendations identified in the report.

- Recommendation 1 Know and understand your pupils and their influences
- Recommendation 2 Teach learning behaviours alongside managing misbehaviour
- Recommendation 3 Use classroom management strategies to support good classroom behaviour
- Recommendation 4 Use simple approaches as part of your regular routine
- Recommendation 5 Use targeted approaches to meet the needs of individuals in your school
- Recommendation 6 Consistency is key

### **Adverse Childhood Experiences [ACEs].**

Recent research has identified the potential long term harmful impact of a range of adverse childhood experiences [ACEs] on a child's behaviour, educational outcomes, physical and mental health, life chances, quality and length of life. ACEs include neglect, emotional, sexual and physical abuse, living in a house where there is mental illness, drug and alcohol abuse, domestic violence and parental incarceration. As a Trust we are developing staff's understanding of ACEs, how these can lead to toxic stress and the role academies can play in mitigating the impact of these.

Further information and on-line training can be found at - <https://www.acesonlinelearning.com>

This training identifies a number of risks factors which all our academy staff are aware of:

- Bullying
- Discrimination
- Breakdown in or lack of positive friendships
- Deviant peer pressure
- Poor pupil to teacher relationships

Consequently each academy has the following protection factors -

- Positive school climate that enhances belonging and connectedness
- Clear and consistent policies on behaviour and bullying
- 'open-door' policy for children to raise problems
- A whole-school approach to promoting good mental health.

To support all pupils manage the impact of ACEs and toxic stress all academies have focused on helping pupils develop resilience and implemented positive behaviour management strategies which show unconditional positive regard.

### **Mental Health & Well-Being**

Following the allocation of resources from Opportunity Areas in Derby, Tameside and Oldham, all academies appointed a senior leader for mental health and well-being to lead on work in this area with staff and pupils. Training received by these leaders has been cascaded to staff to further reinforce

understanding of the link between good mental health and well-being and learning and behaviour. Support is provided to whole school cohorts and individuals to develop each child’s understanding of how to manage and improve their own well-being through approaches such as spending time outdoors, getting enough sleep, having a healthy diet and spending time with friends.

## Training

Staff will receive training in how to manage and support pupils’ behaviour primarily through the Development Team’s CPD Offer.

All staff receive training annually linked to updates in KCSIE. They also access wider support from online training modules through iHasco and National Online Safety.

Updates will also be provided regularly and whenever a particular aspects of need is identified e.g. preventing, managing and reporting sexualised behaviour in September 2021.

Staff can request additional training by speaking to their line managers at any time.

See also, [Development Team CPD Offer 2023/24](#)

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 and it is fair, it does not prioritise or disadvantage any pupil and it helps to promote and encourage equality in our academies.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Data Protection Policy	Any personal information including personal sensitive information	Required to be retained as part of education, statutory processes	Principal / SLT, Trust central team, staff or other representative as required as part of the relevant processes	Kept on file at academy (and Trust central where appropriate).	Held on file following relevant retention periods (dependent on nature of personal information)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		✓

### **Reporting Form - Racist Incidents**

All incidents of racist behaviour must be recorded by the academy. **More serious incidents should be reported to the Trust Behaviour Lead. All incidents involving the behaviour listed below should be reported to [JGreen01@TheHarmonyTrust.org](mailto:JGreen01@TheHarmonyTrust.org)**

- the victim believes the behaviour was motivated by racism
- the victim has been subjected to the behaviour on more than one occasion
- there was more than 1 perpetrator
- the perpetrator has been spoken to previously about similar behaviours
- recognised derogatory terms were used by the perpetrator[s]
- the racist behaviour appears to have been planned in advance
- the perpetrator appears to have clear racist intentions by the behaviour

Academy	
Date of Incident	
Location of incident within academy	
Ethnic Origin of Victim	
Ethnic Origin of Perpetrator[s]	
Victim gender	
Perpetrator gender	

Please mark/highlight all the behaviour[s] of the perpetrator[s] –

Derogatory name-calling, insults, racist jokes and language, racist comments		Stereotyping on the basis of colour, race, ethnicity, etc.	
Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language		Damage to property	
Verbal abuse and threat		Provocative behaviour such as wearing racist badges or insignia	

Refusal to co-operate with others because of any of the above differences		Bringing racist material such as leaflets, magazines or computer software onto the premises	
Physical assault		Incitement of others to act in a racist manner – please include details	
Racist graffiti		Recruiting other young people to racist organisations or groups	
Written abuse		Other – please detail below	

Brief description of incident	
Action taken and name of person who dealt with the incident	
Consequences for perpetrator	
Support for victim	
Academy level implications	
Parents of Perpetrator and Victim notified on	
Signed	
Dated	

**Definition of Racist Behaviour.**

*Our definition of racist behaviour is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:*

*'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

*Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or teaching assistant overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.*

Please send this form to [JGreen01@TheHarmonyTrust.org](mailto:JGreen01@TheHarmonyTrust.org) and upload to the relevant child's CPOMs record