

Behaviour for Learning Policy (BfL)

Temple Learning Academy



Approved by:

Stuart Huddleston

Date: February 2022

Last reviewed on:

February 2023

Next review due by:

February 2024

CONTENTS

Section		Page
1	Introduction	3
2	Clear Rules/Clear Limits	3
3	Consistency not Confrontation	3
4	Look for the Positive	3
5	The Principles of the System	3
6	The System in Practice	4
7	Rewards	5
8	Student Planner	6
9	Sanctions	6
10	Equipment and Homework	6
11	Misbehaviour Around School	7
12	School Detentions	7
13	Break Time Detentions	8
14	Seclusion	8
15	The Hub	9
16	Suspensions	10
17	Mentoring	10
18	On-Call System	11
19	Classroom Management Guidelines	11
20	Mobile Phones and Apple Watches/iWatches	12
21	Malicious Accusations	12
22	Social Media	12
23	The Fire Alarm	13
24	Remote Learning	13
25	Remote Learning Rewards	13
26	Sexual Harassment	14
27	Bullying	15

BEHAVIOUR FOR LEARNING (BfL) POLICY

1. Introduction

As a school, we make it clear within our aims that we have high expectations of behaviour and academic progress. We also value the climate of mutual respect that exists within the school and which supports a positive learning environment for all. Any community requires basic rules in order for it to function effectively and a school community is no different. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. The vast majority of our young people will follow the rules and behave responsibly, but there will be a minority who choose not to, and some who usually do but, as part of growing up, at times will push the limit. We must always start off from the over-riding premise that: **We expect good behaviour** at Temple Learning Academy.

The BfL system is designed to support our young people in achieving this expectation by providing clarity and consistency in terms of our expectations, sanctions and rewards systems. The good behaviour of young people in our school is not dependent on having draconian sanctions but on developing a culture of success and achievement for all, which also ensures the safety of everyone at Temple Learning Academy. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all our students.

2. Clear Rules and expectations

It is important that all children know what is expected of them and what the limits are. Rules that are ambiguous or not universally enforced set children up to fail. We want to be open and fair with children, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes, but having clear and consistent sanctions for when things go wrong. The BfL system provides this structure and is retaught to students every term to ensure they are empowered to make positive choices.

3. Consistency not Confrontation

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

4. Look for the Positive

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

5. The Principles of the System

The system has been introduced after consultation with the colleagues, both teaching and non-teaching in the school and its review is an ongoing process. Individual colleagues may not find every aspect useful, but everyone must stick to the system, and change only occurs on a holistic basis.

The system is simple in design in order to provide transparency and consistency for staff, parents and students. It is based on the Principle of P s for Progress and focuses around 3 common areas of expectation.

5.1 Proud Learners:

- Wear correct uniform
- Present their work neatly with underlined titles
- Keep their planners free from graffiti
- Are proud of how they can work well with different people and in different contexts
- Respect the environment and put litter in the bin

5.2 Prepared Learners:

- Have all the correct equipment everyday
- Complete and return homework on time
- Are punctual to school and lessons
- Bring books to every lesson and PE kit on days it is required
- Have a planner with them at all times.
- Arrive to school and lessons mentally and emotionally ready to learn

5.3 Polite Learners:

- Use polite language at all times and display manners
- Are calm and responsible around school
- Leaving eating areas free from litter for others to use
- Do as asked first time without comment
- Allow everyone in a classroom to excel

6. The System in Practice

6.1 All learners are entitled to work with adults who...

- Are respectful, polite and calm at all times
- Consistently acknowledge and reward success
- Consistently apply the rules fairly

6.2 Consequently, teachers are expected to...

- Award positives through stamps in planners to every student who demonstrates the school qualities in a lesson – whether this is through working well, completing challenging work, answering questions or sticking with difficult tasks. Positive stamps should also be awarded, for demonstrating good behaviour for learning for example: completing good quality homework, students helping one another during group work, students asking good questions, students giving good answers in their book, excellent pieces of work, students working independently on tasks etc.
- Stop a learner at any time who is not adhering to the expectations; speak to them and issue them a negative using Class Charts where appropriate.
- Expect others to do the same and challenge when this is not the case.

6.3 Tutors are expected to...

- Look at Class Charts and planners each week to check their tutees' positive and negative totals
- Mentor their tutees who have 5 or more negatives in a week through a conversation

between form tutor and student where they will coach/advise the student and discuss the obstacles to the student doing well that day. Support students by setting up and monitoring a Form Tutor Mentoring Log.

- Ensure that Guidance time is productive and purposeful as well as a celebration of students doing well.
- Check students have the correct equipment; issue a negative if necessary.
- Check students are in the correct uniform everyday
- Make contact with home when there is a concern or when a student needs to be mentored by their Pastoral Advocate, either via the planner, phone or email.

6.4 Pastoral Advocates are expected to...

- Ensure the behaviour of their Year Group is in line with expectations
- Mentor any student who has failed to improve after 4 weeks being mentored by their Form Tutor and recording this on Class Charts.
- Contact home to discuss any student passed up to SLT for mentoring.
- Consistently apply the rules and consequences without exception
- Utilise additional services; resources and skills to support learners who face more challenges to enable them to meet the standard of behaviour expected of them.
- Regularly visit the areas in school where their year group will be being taught, particularly at lesson change over and at the start and end of the day.
- Visit the students they are mentoring at the start of every day to offer advice and encouragement.
- Speak to the parent of any student that is in Isolation.
- Supervise detentions and isolation when necessary.

6.5 Senior Staff are expected to...

Follow the agreed policy and procedures as teachers and leaders in school

7. Rewards

7.1 All teachers will reward the students' engagement within lessons through issuing positive stamps in planners as well as using Class Charts to record positives outside the classroom. Each Friday, during Guidance, Form Tutors will take in the total number of positive stamps awarded in the previous week for each student and these will be entered as positive points on to Class Charts. Students will be awarded positives for demonstrating the qualities as well as being given positives for demonstrating good behaviour for learning for example: completing good quality homework, students helping one another during group work, students asking good questions, students giving good answers verbally or in their book, excellent pieces of work, students working independently on tasks etc. The accumulation of these positives will decide which students are rewarded by the school. Rewards come in the form of certificates and edible treats every half term. Students may also choose to use their positive points as 'payment' towards items of stationery from school. Once every half term, a student in each form will also be given a reward for the most positives.

8. Student Planner

8.1 In order that students are able to organise themselves properly and that teachers can identify them easily, it is essential that students have their planner with them at all times;

8.1.1 An 'On-Call Planner' should be made for any students that refuse to show the name on their planner when requested.

8.1.2 If a student loses their planner, £5 payment is required for a new planner as soon as possible.

9. Sanctions

Misbehaviour in the classroom – this is a 4 stage process and all staff should use normal classroom management strategies to get students on task and learning. If these fail, the BfL system is there to support. The formal implementation of the BfL system is to be used consistently by staff and between staff. It is a very clear 4 stage process.

The process begins with the student receiving a ‘verbal warning’ and unless the student’s behaviour and engagement in the lesson improves, will culminate in three successive negative comments being added to Class Charts and the student being sent on a Step 4. The details are as follows:

9.1 Verbal warning: this must be said clearly to the student. Whole classes must never be given a verbal warning.

9.2 Step 2 – the first negative added to Class Charts (-2).

9.3 Step 3 – the second negative added to Class Charts (-3). You may also move student within the room or give them ‘cooling off’ time if appropriate but do not leave students outside the classroom for more than 2 minutes.

9.4 Step 4 – the third and final negative comment onto Class Charts: There is a Step 4 rota which is to be stuck on desks. Where appropriate, students will independently go to their step 4 room. Where necessary, recording the step 4 on Class Charts will also alert a Session Manager who can take the student to the designated Step 4 room, if required, otherwise students make their own way to the allocated step 4 room. If possible, send the student with work. Students who receive a Step 4 will automatically be placed in detention for 30 minutes the following evening. The student will go to their next lesson as normal as long as they are regulated.

10. Equipment and Homework

10.1 No verbal warning for homework. A negative comment is automatically issued on Class Charts.

10.2 A negative comment is also issued in subsequent lessons if the homework is still not completed.

10.3 Students are required to have with them: Black Pen, Green Pen; Pencil; Ruler; Eraser; glue stick, highlighter pen and calculator for Maths. Equipment is checked every morning by Form Tutors who will lend missing pieces. A negative is issued for missing equipment.

11. Misbehaviour around School

11.1 Staff should expect to always look to be positive and encourage students to correct behaviour.

11.2 If a student refuses to follow instructions, they are now choosing to make this a much more serious offence and that member of staff will follow it up. If this happens out of lessons and the student does not identify themselves, then refer to the Duty Team Leader with a description, time and place of the incident or check cameras so that the student can be identified. Students who display inappropriate behaviour at break time which do not meet the expectations of positive behaviour will be issued with a negative on Class Charts. This must be communicated to the student at the time. Repeated poor behaviour at break time should

warrant a break time detention. Duty staff should call the Duty team leader, who will remove the student to Isolation for the rest of break. A Session Manager should be requested for any student failing to show their name on their planner who will remove the student to Isolation for the rest of the day and parents contacted.

12. School Detentions

School Detentions will run from Monday to Friday for up to an extra hour depending on the level of sanction. Detentions are issued for incidents as specified below.

Every Monday, there will be a 'negatives' detention; this will be 20 minutes for every 5 negatives the student has accumulated - up to 1 hour. If a student has accumulated more than 20 negatives, they will be placed in Isolation as well as doing a 1 hour detention. Any student who chooses not to attend their detention, will receive a '2nd chance' detention the following night. If a student does not attend this second chance detention, they will complete a day in Isolation as well as a 1 hour detention the following day. If a student surpasses 1 hour in terms of the amount of negatives they have accumulated, then they will go into Isolation and do the 1 hour detention at the end of their day in Isolation. Students who refuse to go to Isolation will be Fixed Term Excluded for the remainder of the day and also given an extra day in Isolation as a result; thereby serving two days in Isolation on their return as well as an hour detention.

On Tuesday to Friday are detentions for poor punctuality and 'Step 4' detentions. Students will receive a 20 minute detention if they are late to school and 30 minutes the following night if it is missed. NB. Late to school by our definition is where a student is not in the Guidance period by the designated time on the school timetable. Ideally, students would arrive to school well before this time. Any student receiving a Step 4 will receive a 30 minute detention and 1 hour the following night if it is missed.

If the student accumulates more than 1 hour (for instance through being late and accumulating 2 Step 4s in one day) then they will go into Isolation plus they will do a further 1 hour detention.

If your child is in detention the next day you will be notified through the school app and text message. Students are expected to take themselves to detention; check the board and attend.

School detentions for poor punctuality and Step 4s will be supervised by all members of the Secondary teaching staff on a rotation.

13. Break time detentions

These will also run for students who are misbehaving at break. Students who misbehave at break time may at the duty team leader's discretion be placed into break time detention for the duration of that break time. At the end of which, they will return to their lesson.

14. Isolation

14.1 Students are placed in isolation if they accrue 20+ negatives (within a one week period) or have failed to attend a second chance detention. Isolation is also used for students who need to be removed during the course of the day. This may be because they have been 'on-called' or have been involved in a serious incident. Any student who is isolated for these reasons will complete a minimum of 5 sessions in Isolation so will be booked into Isolation for the following day until a full 5 sessions have been completed. Parents will be called by a Pastoral Advocate and or will receive a text message to notify them when their child has been placed into Isolation.

Students may also be placed in Isolation if they are not in correct uniform and refuse to borrow alternative dress/shoes; or pending an investigation.

Students will also be placed in isolation if they are removed from a lesson (step 4) twice or more in one school day. This is to minimise further disruption to learning and to provide the opportunity for restorative strategies to take place.

14.2 General Rules of Isolation:

13.2.1 Students must not communicate with one-another in any way;

13.2.2 Students must not engage in 'chit chat' with supervising staff; other than to request assistance with work;

13.2.3 Students should sit in silence and complete the work set for them;

14.3 Isolation is our 'internal exclusion'. It reduces the impact of disruptive behaviour on teaching and learning whilst also reducing the need to exclude learners from school. Students will be put into Isolation if they amass more than 20 negatives in a week. Isolation may also be arranged at Pastoral Advocate's discretion for those students who have amassed a high number of negatives over a number of weeks but have fallen short of 15 in a single week. Students will also serve time in Isolation if they are required to be mentored for behaviour by their Pastoral Advocate more than once in an academic year. Students may also be placed into Isolation if they fail to reduce their negatives in a week to less than 5 while on SLT Mentoring Log.

Students who come to school in incorrect uniform or jewellery will also be placed in Isolation until their uniform/jewellery issue is rectified. This includes wearing trainers, wearing PE kit on a day when they do not have PE, wearing inappropriate sportswear to PE including the wearing of non-TLA sports tops or the wearing of inappropriate earrings or any other kind of jewellery. If there are issues that mean that students cannot be correctly attired, the parents or carers of the student must have either discussed this with the Pastoral Advocate, who must have agreed to the student not wearing the correct uniform as previously stipulated or they must have a doctor's note, which again should be shown to the Pastoral Advocate. It is expected that in most cases, any issues preventing students from wearing uniform will be temporary and will be able to be rectified as quickly as possible.

14.4 Students put into Isolation, start school at 8:25am and finish at 3:10pm, (unless they have an additional hour).

14.5 Lunch will be offered to students in Isolation. They will be offered a choice of cold sandwiches which will be brought to them to eat in the room.

14.6 Students are booked into Isolation by a Pastoral Advocate or a member of the senior leadership team.

14.7 Isolation is a serious sanction and students are expected to adhere to the rules. Failure to do so will result in the student being given a fixed term exclusion and the student repeating the day. Students who refuse to go into Isolation will be excluded for the remainder of the day and then given two days in Isolation to complete on their return. Students who are sent home from Isolation 3 times consecutively will result in them being given an extra day in Isolation. Students

who are in Isolation may still be 'on-called' before or after school for poor behaviour and this will lead to escalating further on the school's behaviour system and will be classed as a further Isolation.

- 14.8** If a student is placed in isolation more than once in a half term, the duration they must complete will increase each time. For example. If a student is placed in isolation for the second time in a half term, they will complete two days, if it is the third time in a half term, they will complete 3 days, and so on.
- 14.9** Reflecting the school's legal duties under the Equality Act of 2010, as a reasonable adjustment to the school's behaviour policy, students who have additional needs such as SEND, foetal alcohol syndrome, autism or ADHD may serve some of their Isolation time in Student Central and/or with the SEND department. This will be decided on consultation between the SENDCo and a member of the senior leadership team and will also be dependent on availability of the space and resource.
- 14.10** School leaders reserve the right to organise isolation places for TLA students in other secondary schools within the East Leeds area. This is to support students in completing isolation having failed already at TLA, as a measure to prevent a fixed term exclusion or as the 6th day provision of a fixed term exclusion.

15. Student Central

- 15.1** Students identified by a Pastoral Advocate may spend some or all of their detention time either in a 1:1 with them or with a behaviour support worker/mental health practitioner.

Student Central is designed as an area for staff to work with students with SEND/SEMH needs. This should mean students don't become institutionalised by being off site for long periods and means we are working to give students with SEND/SEMH needs more specialised care.

Some students may complete some of their Isolation time in Student Central. In some cases, where resources allow, they will work with behaviour support workers or the mental health practitioner.

16 Suspensions

- 16.1** The school reserves the right to suspend students for a fixed term if their conduct warrants it. This is an extremely serious sanction and reflects either the scale or severity of the incident the student has been involved with or the persistent misconduct within school of the student.
- 16.2** If a student is suspended, the school will attempt to contact parents immediately by phone call. A letter will also be sent home, detailing what has happened and the length of the suspension. The student must stay away from school and any public place for the length of the suspension.
- 16.3** Upon their return to school, the student and parents will be required to meet a Pastoral Advocate or senior member of staff to discuss the incident and the plan for the student moving forwards.

17 Mentoring

Students who have amassed more than 5 negatives in a week will be mentored by their Form Tutor.

Form Tutors must use mentoring to support students with 5 or more negatives in a week in addressing behaviour concerns. Students are given 4 weeks of mentoring by their Form Tutor before they then escalate to mentoring from their Pastoral Advocate. Students will also serve time in Isolation if they have to be mentored by their Pastoral Advocate more than once in an academic year.

If students still fail to reduce their negatives to below 5 in a week, they will be mentored by SLT. After two weeks on that, if they still have failed to reduce their negatives to below 5, they will be mentored by a Senior member of SLT. Any student being mentored by PA or SLT at the end of a half term will remain on it at the beginning of the next half term. All other students will get a fresh start. Students may also be placed into Isolation if they fail to reduce their negatives in a week to less than 5 in a two week period while being mentored by SLT. After a further week being mentored by SLT, students who fail to reduce their negatives to less than 5 in a week will be invited in with their parents to discuss their future at the school.

Each time a student begins to be mentored, their parents must be given a phone call home and this must be recorded on Class Charts.

18 On-Call System

18.1 This should be used when:

- 18.1.1** if a student has been sent to another room on Step 4 but continues to disrupt teaching and learning, a student refuses to go on a Step 4, or a student refuses to show their name on their planner. Negative comment onto Class Charts. The session manager will be alerted and remove the student;
- 18.1.2** a student is violent or abusive to another student or a member of staff ('On-Call Express');
- 18.1.3** any circumstances when a colleague feels threatened by the language or behaviour of a student ('On-Call Express');
- 18.1.4** a student has been, or is going to, cause damage to him or herself or the school;
- 18.1.5** there is a need for assistance with a number of students who are disrupting learning
- 18.1.6** following the gross misconduct of a student ('On-Call Express').
- 18.1.7** If a student has their mobile phone out during a lesson and refuse to hand it over or you suspect they have taking a photo or filmed in school. ('On-Call Express').
- 18.1.8** Students who leave a classroom without permission or refuse to go to a lesson. It is left to the teacher's professional opinion and discretion whether they allow a student to go to the toilet during a lesson. Students are expected to go during break times. Students are given permission if the teacher decides the request is a genuine one. Students are discouraged from this because of the potential disruption to other lessons and for safeguarding reasons. If students are suspected of abusing the right to go to the toilet, they may be refused permission to go or a Pastoral Advocate may be asked to escort them to and from the toilet.
- 18.1.9** Staff experiencing situations as in: 18.1.2, 18.1.3, 18.1.4 or 18.1.5, 18.1.6, 18.1.7, 18.1.8 should request an 'On-Call Express' whilst 18.1.1 is an 'On-Call – Step-4' (-5) on Class Charts, so that Session Managers may prioritise which to attend first, in event of receiving more than one On-Call request at a time.

18.1. 10 The person responding to On-Call will employ a number of strategies to deal with the incident depending upon its nature. Genuine On Calls will result in students being sent to Isolation (for up to 5 periods) or receiving a Fixed Term Exclusion, as appropriate. The Pastoral Advocate will inform parents when a child is in, or due to go into, Isolation.

20. Classroom Management Guidelines for teachers, learning managers and teaching assistants.

20.1 To support high standards of behaviour and achievement staff should:

- 20.1.1** be on time;
- 20.1.2** ensure an orderly entry to the room;
- 20.1.3** insist on the removal of any outdoor clothing;
- 20.1.4** expect and insist on silence when you are speaking;
- 20.1.5** check students are correctly dressed and have followed the guidelines on general appearance;
- 20.1.6** never allow chewing or eating in class;
- 20.1.7** do not ignore bad language or any other form of unacceptable behaviour as to do so is to accept and condone;
- 20.1.8** always challenge racist, sexist and any other discriminatory comments or language and record on Class Charts;
- 20.1.9** leave the room tidy at the end of the lesson;
- 20.1.10** keep your desk tidy. Encourage tidiness and insist on a clean room;
- 20.1.11** keep displays fresh and attractive;
- 20.1.12** always ensure homework is recorded in planners;
- 20.1.13** always follow the BfL system;
- 20.1.14** report graffiti/damage immediately;
- 20.1.15** expect to be treated with respect and treat the students with respect; and
- 20.1.16** praise good work and behaviour.

21. Mobile Phones and Apple Watches/i-Watches

Mobile phones are banned in school. If a mobile phone is seen or heard during the day, the student will be asked to hand it to the member of staff and they will be given a negative comment on Class Charts. This will then be passed to the main office who will place it in the safe until it is collected at the end of the day. This same rule applies to Apple watches or i-watches. This is to stop students being distracted by sending or receiving text messages.

If a student is found to have taken pictures or recorded videos or audio clips on their own device whilst in school, it is likely that a longer or more serious sanction may be issued. If this happens in lesson, they will be On-Called and will serve a minimum of 5 periods in Isolation. Their phone will be returned to them after a conversation with their parents / carers.

If a student is seen with a mobile phone out at the end of the school day whilst on the school premises, they can be issued with an immediate 30 minute detention to be sat the following night if they refuse to put the mobile phone away immediately. Failure to attend this will lead to a 1 hour detention the night after and then Isolation and a 1 hour detention if the student still fails to attend.

Any student found to be repeatedly using a mobile phone in school, particularly if that use is to incite or create material that could constitute 'malicious communication', will have their

belongings searched each morning for a mobile device. This device will then be retained by the pastoral team and locked away for the day, for safe keeping, before which being handed back at the end of the school day. This may include handing it back to a parent if that needs to be arranged. This action will also apply to the inappropriate use of smart- or i-watches.

22. Malicious Accusations

Following a period of investigation, any pupils who are found to have made malicious accusations against school staff will face a sanction commensurate with the allegation made. These may vary from time spent in the school's Isolation to a period of fixed term exclusion.

23. Social Media

Any students who use social media to slander or discuss school staff in a derogatory fashion will be sanctioned accordingly by the school. This includes any comments which may cause harm or offence to Temple Learning Academy staff, which includes the use of any images or recordings of any type which may or may not include images of staff. Any mis-use of the school name or logo or images of the school building to deliberately cause harm or offence will similarly be sanctioned by the school. Any images or recordings made in school which may or may not show the school's grounds or buildings or Temple Learning Academy students, will again lead to sanctions from the school. Sanctions may include detentions, referrals to the school's Isolation room or fixed term exclusion.

24. The Fire Alarm

Any student found to have set the fire alarm off deliberately may be asked to leave Temple Learning Academy. Setting off the fire alarm not only disrupts the work of hundreds of teachers and students but also potentially puts lives at risk and could mean that the fire service are not able to save lives elsewhere.

25. Remote Learning Live Lessons

Our expectations of conduct during live lessons conducted remotely are the same as in lessons. We expect students to be organised and prepared to learn, to try their best, to be polite and courteous when communicating and to not disrupt the learning. We expect students to be actively engaged with live lessons, meaning that their full attention is given over to their lesson. Students should ideally have a quiet space in which to work with other distractions such as television, music, phones and computer games turned off.

If students do disrupt the lesson or they are rude to the member of staff or other students then the teacher will issue them with a verbal warning, where they will explain what they have done wrong. If the student then continues to disrupt the lesson, either through being argumentative or through another misdemeanour, they will be excluded from the rest of the lesson. The student's Pastoral Advocate will contact the parent the following day to discuss.

Any further removals from lessons will lead to a phone call from a senior leader in school and the access to live lessons may then be removed. Remote learning will still continue, but this will be through the school's other platforms such as Class Charts and Microsoft Forms.

Incidents that may lead to a verbal warning are listed below. This list is not exhaustive and there may be other misdemeanours that may lead to a verbal warning:

Shouting out

Students using the mic to make inappropriate comments

Students unmuting themselves to make noises to disrupt

Students making faces or holding up inappropriate material to the camera

Students making inappropriate comments using the comments facility

Students disrupting the lesson through arguing

In some cases, the student may be removed immediately depending on what has been said or done. This will be at the discretion of the teacher. This may be for swearing or showing explicit material to the camera for instance.

Warnings and removals from lessons will be recorded using Class Charts. These will be classed as verbal warning during a live lesson, removal from a live lesson or instant removal from a live lesson.

27. Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- Sexual "jokes" or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes.
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos; sharing of unwanted explicit content; up-skirting (which is a criminal offence); sexualised online bullying; unwanted sexual comments and messages, including, on social media; sexual exploitation; coercion and threats.

Our response will be:

- Proportionate and decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

Our response will range from a conversation with the students involved and an explanation of why a student's behaviour is unacceptable, to the issuing of negatives and/or detentions, to time spent in Isolation or fixed term exclusion for students involved. In most cases, we will also contact the parents of the students involved.

Where there's been a report of **sexual violence**, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual **harassment**, the need for a risk assessment will be considered on a case-by-case basis.

We will respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

How we manage a report of sexual harassment will depend on a number of important considerations, including:

- The wishes of the victim and how they want to proceed – these will be balanced against our responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- Any power imbalance between the children. For example, whether the alleged perpetrator(s) are significantly older, more mature or more confident or whether the victim has a disability or learning difficulty
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

Our response to reports of sexual harassment will be one of the following:

1. **Managed internally**, including use of the school behaviour system where early help or statutory interventions aren't required.
2. **Early help**, where statutory interventions aren't required.
3. **Referrals to children's social care***, where a child has been harmed, is at risk of harm, or is in immediate danger
4. **Report to the police**** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

The victim

Victims of this kind of abuse will likely find the experience distressing, which can affect their progress in school. We are aware that this can be made worse if the alleged perpetrator(s) also attends Temple Learning Academy.

We will always reassure the students that we will take them seriously and that they'll be supported and kept safe.

We will keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities.

We are aware that:

- Victims may not disclose the whole picture immediately, so dialogue will be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator

Unsubstantiated, unfounded, false or malicious reports

We will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. If this is the case, we may make a referral to children's social care.

If we find that the report is **deliberately invented or malicious**, following a period of investigation, any pupils who are found to have made malicious accusations against another student or member of staff will face a sanction commensurate with the allegation made. These may vary from time spent in the school's Isolation room to a period of fixed term exclusion.

28. Bullying

Please refer to the Anti-Bullying policy for further details regarding procedures in school to address reports of bullying through our Report It, Sort It campaign and processes.

Types of bullying:

- Classist
- Disablist
- Homophobic
- Transphobic
- Racist
- Religious
- Sexist
- Cyber
- Child on Child