



STALHAM  
HIGH SCHOOL



*Inspire, Educate and Empower*

## **Behaviour Support Policy**

### **Stalham High School**

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### **Principles and aims of Stalham High School**

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school based on their identified individual needs.

### **Introduction**

At Stalham High School we aim to promote positive mental health and well-being for every member of our learning community. We pursue this aim by adopting a pro-active approach to relationships. We understand that behaviour is a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families in addressing this. This does not remove consequences for poor behaviour. We believe that facing the consequences of poor choices is an important part of the learning process and helps prepares students for their futures.

The Education Endowment Foundation Research is clear in that a pro-active approach is the most efficient method of improving and maintaining excellent behaviour. This includes:

- Know and understand your students
- Teach learning behaviours alongside managing unacceptable behaviour
- Use classroom management strategies to support good classroom behaviour



- Use simple approaches as part of your regular routines
- Use targeted approaches to meet the needs of individuals in your school

This policy alongside our Rewards and Awards procedures provides an appropriate balance between rewards / awards / celebrating success and supporting students to improve their behaviour as required.

### Aims

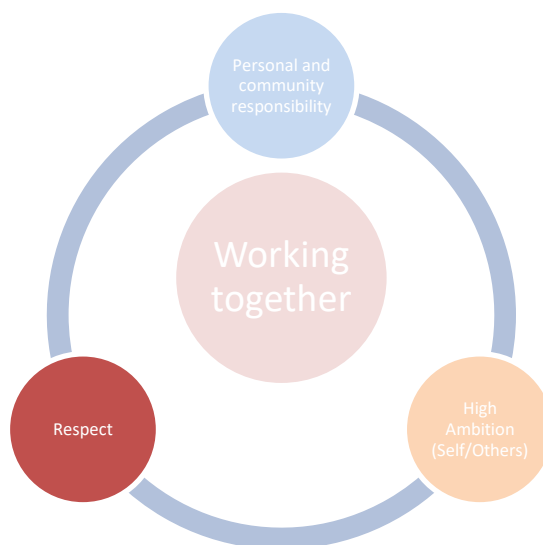
- Our approach reflects the belief that children learn and make the most progress in a safe and supportive environment, where learning opportunities are maximised. For this to be achieved, this policy and associated procedures must be used by all staff (paid and voluntary), used consistently (within, between and outside each classroom) and supported by all managers and leaders in the school
- As we strive to be as inclusive as possible, we appreciate the need for reasonable adjustments to be made for individuals under the equality act. However, we also appreciate the value of consistency and fairness in our approach for the benefit of all students in our care. It is important that we maintain high expectations for all students.
- We use behavioural systems which support and reinforce the efforts of individual members of staff to reinforce the positive behaviours that are expected from all students and challenge unacceptable behaviour. Systems have been devised to enable the individual member of staff to retain responsibility for tackling behaviour issues where appropriate, whilst providing support to manage more serious infringements.

### Parameters

This policy applies to all students of Stalham High School

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a student at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another student; or
- that could adversely affect the reputation of the school.
- Stalham High School is not responsible for other issues regarding social media or issues outside school hours. These issues should be reported to the police. However we will continue to educate students on the safe and appropriate use of social media and support the police in all investigations.

## Our Values underpin all that we do and expect from each other



## Roles and Responsibilities regarding this policy and procedures

### Head of School

- Writing the policy
- Ensuring that this policy and school procedures are followed and that they are consistently and fairly applied.
- The regular monitoring of the use of the various sanctions to identify any inconsistency or potential discrimination

### Assistant Headteachers

- Implementation and day-to-day management of the policy and procedures
- Review and evaluation of any support and sanctions to ensure their effectiveness.

### All staff

All staff have the responsibility to consistently:

- Apply the school rules.
- Supporting all other adults in applying the school rules and procedures.
- Implement procedures to confront poor behaviour and bullying in any form in a calm and respectful manner, modelling the behaviour we expect from all students.
- Consider the heightened state or emotion students are possibly in when dealing with poor behaviour.
- An agreed theory of Attachment Theory is that all adults, because of their own childhood and life experiences have “triggers”. It is important that all staff reflect on this, recognise their own triggers and respond to these circumstances appropriately.
- Take appropriate action according to the procedures and consequence system.
- Promote the strategies which encourage excellent behaviour and challenge poor behaviour and bullying.
- Model the values we believe in: Personal and community responsibility, Respect, High Ambition and Working together.
- Staff have a key role in advising the Head of school on the effectiveness of the policy and procedures.
- Staff also have responsibility, for creating a supportive, high quality learning environment, teaching positive commitment to learning and implementing the agreed policy and procedures consistently.
- Consistently apply all Teacher and Non teacher standards as published by appropriate bodies, including the DfE, Trust and school.
- Communicate effectively and in a timely manner all concerns regarding a child’s behaviour and / or academic progress through the correct school processes (CPOMs for safeguarding, Arbor for recording behaviour)
- Staff have a responsibility to expressing academic concerns to their line manager and the SENDCo.
- In lessons all teacher should adopt the same strategy for behaviour management in accordance with this policy.



## Our process for the management of behaviour in the classroom

We have a stepped discipline or 2 warning system:

### **Step 1**

Reminder to the class about expectations for everyone.  
If addressing an individual making it clear this is their 1<sup>st</sup> warning.

### **Step 2**

Formal reminder of expectations (making it clear this is their 2<sup>nd</sup> warning).

### **Step 3 - Reflection**

Student should be asked to leave the room for max 5 minutes reflection. After this time the teacher should speak to the student 1:1 outside the room reaffirming school expectations. Student should then return to the class without further disturbance.

If the student is not receptive, the teacher may use the 'little green button' and request assistance from the senior 'On call' member of staff. If for any reason the student is not cooperative this will lead to them being removed immediately.

### **Removal**

After two warnings and reflection, there should be no more chance and 'On call' should be requested via the 'little green button'. The student is collected from the room and taken to the removal room by a senior member of staff. A restorative detention should also be set by the member of teaching staff. When the student is permitted to leave the removal room will be at the discretion of the inclusion manager or member of the SLT.

Staff reserve the right to ask a student to wait outside the classroom at any time they feel it is appropriate to give them time to reflect on their behaviour. However, the student should always know which stage of the stepped process they are on.

### **Lead Students and Form Ambassadors**

Students have an important role in ensuring good behaviour is modelled and promoted. As well as reviewing the contents of this policy, they also:

- Contribute to ensuring the positive behaviour and anti-bullying message is communicated to all students, reminding other students of the schools expectations whenever required.
- Reporting student concerns or incidents regarding behaviour.
- Support each other at all times.

### **Students**

- Students should rise to the school's high expectations, follow the school rules, take responsibility for their own behaviour but also to take care of the needs of others.
- Students are made fully aware of the school expectations, policy and procedures.
- Students are also encouraged to take responsibility for their social and learning environments making them both safe and enjoyable by reporting all undesirable behaviour.
- Students are expected to report bullying whenever they see it.
- Students are expected to fully cooperate with any investigation when asked to do so by a member of staff. Staying silent and withholding information during any investigation will be sanctioned.
- The school will not tolerate a no 'snitch' or no 'grass' culture as it contradicts our core value of personal and community responsibility .

### **Parents and Carers**



- The most effective form of emotional regulation and behaviour occurs when parents, carers and school staff work in partnership.
- Parents and carers are encouraged and supported to take responsibility for the behaviour of their child.
- Partnership between parents and carers and the school is promoted to assist in maintaining high standards of desired behaviour.
- Parent and carer contact is actively encouraged in order to raise any issues arising from the operation of this policy.
- We encourage parents and carers to contact us if they have concerns about behaviour in the school or if they feel that their child is a victim of bullying.

### **Relationships and Understanding Behaviour in Context**

- Positive relationships in schools are central to the well-being of both students and teachers and underpin an effective learning environment.
- There is now a wealth of research on the importance of connectedness in schools and on the specific qualities of in-school relationships that promote effective education.
- Our relational approach is deliberately implemented and supported to develop positive relationships between everybody in our school community.

### **School (Synergy Multi Academy Trust - statement of Intent)**

Synergy Trust believes that for highly effective teaching and learning to take place within its schools all students understand the importance of excellent behaviour. The Trust is committed to implementing strategies that promote such excellent behaviour. Trust schools will endeavour to:

- Make every student feel valued and cared for
- Create a positive culture where students hard work, kindness and positive contributions are recognised and rewarded
- Promote self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensure equality and fair treatment for all
- Provide a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Always challenge misbehaviour and implement appropriate sanctions
- Make students fully understand why their behaviour has been unacceptable and what the consequences are of such misbehaviour
- Work positively with parents / carers to address issues of student misbehaviour
- Display zero tolerance to bullying.



## Stalham High - Home – School Agreement

### Parents/Carers:

- Ensure that my child attends school regularly, on time, in school uniform and is properly equipped
- Make the School aware of any concerns or problems that might affect my child's work, discuss progress, behaviour and/or attendance.
- Support the School's policies and guidelines for behaviour
- Support my child in completing homework and regularly check and sign the student planner each week
- Support my child to participate in extra-curricular activities
- Attend meetings where I am asked to discuss my child's progress
- Encourage my child to achieve their full potential and to value their achievements and those of others
- Help us to celebrate your child's successes beyond the school gates
- Express any concerns courteously and appropriately

### Students: The "Stalham Way" (A helpful way of understanding some of our basic rules and routines)

#### Arriving at School

**S**tay on school site once you have arrived

**T**ake off coats, hats, hoodies and scarves on entry to the building

**A**ccess school by main entrance gates between 8.15am and 8.30am

**L**ate arrivals must head to reception to sign in

**H**ead to your locker then form room

**A**ccess your locker and organise yourself at the start of the day

**M**obile phones away

#### Moving Around School

**S**mile if you can : )

**T**alk in a quiet voice inside the school

**A**lways walk on the left-hand side

**L**ook where you are going as you are walking

**H**old the door for other people

**A**ct maturely and sensibly

**M**ove around school calmly



### Arriving at lessons

**S**hirt tucked in

**T**ake the most direct route

**A**rrive on time

**L**ine up outside your classroom in single file

**H**ave respect for the lessons going on around you

**A**ct in a way that shows you are ready to learn

**M**ove to your allocated seat, quickly and quietly

### Starting the lesson

**S**tarter task to get you thinking

**T**ake out required equipment only and have it ready on your desk

**A**lways put your hand up if you need to speak or ask a question

**L**isten to instructions in silence

**H**elp others to learn when asked to so do

**A**nswer the register respectfully “Yes Sir” or “Yes Miss”

**M**ake every minute count

### At the end of the lesson

**S**tand behind the chair you were sitting at and check your uniform

**T**idy all equipment and return it to the right place

**A**lways leave your workspace clear for the next person

**L**isten to instructions in silence

**H**ave respect for the lessons going on around you

**A**lways leave the room sensibly, calmly and quietly

**M**ove calmly but purposefully to your next destination



### **At Break and Lunch**

**S**it down when you are eating

**T**reat all spaces with respect

**A**ppreciate the needs of other students and staff

**L**ine up at the allocated entry point to the refectory

**H**ot liquids cannot be taken through school

**A**lways tidy up after yourself

**M**ake sure any chairs are tucked under tables as you leave

### **Presenting your work**

**P**resentation – all work should be neatly laid out, no graffiti and all sheets stuck down

**R**uler – for all straight lines and diagrams

**I**nk – black for your work. Green ink for peer/self-assessment. Blue for improvements. Pencil for drawing.

**D**ate and title – on every piece of work you do

**E**rrors – it's ok to make a mistake; put a single line through and try again!

### **Cover all the Basics**

**B**e on time

**A**im high – be **AMBITIOUS**

**S**how **RESPECT** for yourself, for others and our learning environment

**I**nclusivity means everyone is a valued part of our school community

**C**ome prepared to learn, take **RESPONSIBILITY** for your own education

**S**tick to the Stalham way – it's how we do things!



### **So, you have made a mistake**

**S**tay calm

**T**alk to members of staff who can support you to put things right

**A**sk questions to help you understand at appropriate times

**L**ook at your own actions and what you can do differently

**H**ave respect for the needs of others in light of your own actions

**A**im not to make the same mistake again

**M**istakes happen! It's how you respond to them that counts!

## **SANCTION**

### **Summary of poor behaviour and consequences**

- Please note that the following grid on page 11 is a GUIDE only.
- Individual circumstances MAY be taken into consideration resulting in a different consequence being applied.
- Students who do not meet expectations may not be allowed to attend non (curriculum) essential visits or trips. There will be NO refund.
- Though we try to operate a tiered system to ensure consistent and proportionate responses, non-compliance and persistently repeated behaviours relevant to a category will likely result in escalation to the next category and consequences



**Adults in school have the authority and autonomy to take all reasonable actions to support positive behaviour enabling students to remain in the classroom**

<b>Stalham High School Values</b>	<b>Respect</b>	<b>Working Together</b>	<b>Responsibility</b>	<b>High Ambition</b>	
<i>Behaviours that are not in keeping with our values</i>	<i>Being disrespectful, hurting yourself or others</i>	<i>Stopping us from learning or damaging to our community</i>	<i>Not taking responsibility for yourself or the role you play in our learning community</i>	<i>Demonstrating low standards for yourself or the school</i>	Examples of appropriate sanctions
Level 1 Incidents resolved by class teacher form tutor student manager	<ul style="list-style-type: none"> <li>Disrespectful attitude (not following instructions / insolence)</li> <li>Unkind comments to another student</li> </ul>	<ul style="list-style-type: none"> <li>Disrupting the learning of others</li> <li>Chewing gum</li> <li>Carelessness leading to damage</li> <li>Littering</li> <li>Poor conduct during social time</li> <li>Use of a mobile phone</li> </ul>	<ul style="list-style-type: none"> <li>Not having correct equipment</li> <li>Incomplete report cards</li> <li>Late to lesson</li> </ul>	<ul style="list-style-type: none"> <li>Homework not submitted on time/unsatisfactory</li> <li>Negative report card</li> <li>Inadequate or unsatisfactory work</li> <li>Uniform infringements</li> </ul>	<ul style="list-style-type: none"> <li>Restorative detention</li> <li>Restore/repair task</li> <li>Telephone/email home</li> <li>Confiscation</li> <li>Referral to LSU</li> </ul>
Level 2 Incidents requiring action from Heads of faculty Inclusion managers Heads of House	<ul style="list-style-type: none"> <li>Leaving lesson a without permission</li> <li>Persistent unkind comments</li> </ul>	<ul style="list-style-type: none"> <li>Persistent disruption to learning (after warnings &amp; leading to removal)</li> <li>Repeated poor conduct during social time</li> <li>Repeated use of a mobile phone</li> <li>Intentional damage</li> <li>Poor conduct on the buses</li> </ul>	<ul style="list-style-type: none"> <li>Lost report card</li> <li>Repeated lateness to lesson (more than 3 times in a half term)</li> <li>Repeated lack of equipment</li> </ul>	<ul style="list-style-type: none"> <li>Repeated homework issues</li> <li>Repeated inadequate / unsatisfactory work</li> <li>Inappropriate conduct in assembly</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime detention</li> <li>Subject Report</li> <li>Whole School Report</li> <li>Pastoral Support Plan (PSP)</li> <li>Temporary ban (mobile phone/bus/area of school)</li> <li>Community payback task</li> </ul>
Level 3 Incidents requiring action from Assistant Headteacher Inclusion Managers	<ul style="list-style-type: none"> <li>offensive language used towards another student</li> <li>Bullying</li> <li>Intolerant attitudes (homophobic/misogynistic/racist/transphobic)</li> <li>Persistent refusal to follow instructions</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Serious incidents involving mobile phone</li> <li>Serious damage (leading to health and safety or wellbeing risk)</li> <li>Fighting</li> <li>Other serious antisocial incidents</li> </ul>	<ul style="list-style-type: none"> <li>Repeated lateness to school</li> <li>Truancy</li> </ul>	<ul style="list-style-type: none"> <li>Repeated inadequate / unsatisfactory work in multiple subjects</li> <li>Inappropriate conduct in assessment conditions</li> <li>Inappropriate conduct in whole school celebration assembly</li> </ul>	<ul style="list-style-type: none"> <li>After school detention</li> <li>Whole school report</li> <li>Behaviour support plan (BSP)</li> <li>Internal suspension</li> <li>Offsite Direction</li> <li>Telephone contact</li> <li>Supervised recreation time</li> </ul>
Level 4 Incidents requiring action from Head of School	<ul style="list-style-type: none"> <li>Offensive language used towards a member of staff</li> <li>Failure to follow instructions of a Senior member of staff</li> <li>Smoking/vaping in school</li> <li>Under the influence of drugs or alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Malicious allegations against staff</li> <li>Serious assault</li> <li>Recording of a staff member whilst they conduct their duties/role</li> </ul>	<ul style="list-style-type: none"> <li>Possession of prohibited item</li> <li>Any form of intentional harm or distress to an animal in the school's care</li> <li>Failure to improve whilst subject to a BSP</li> </ul>	<ul style="list-style-type: none"> <li>Serious disruption to public examinations</li> </ul>	<ul style="list-style-type: none"> <li>Suspension</li> <li>Exclusion</li> <li>Off Site Direction</li> <li>Police involvement</li> <li>Managed Move</li> </ul>



## Right to Sanction

- All teachers and other staff in charge of students have the power to discipline. Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students.

## The Removal Room

### Removal from class

- Being removed from class is a serious concern. Similar to an exclusion a student is removed if having them remain in that class is detrimental to others learning and/or if there has been a serious breach of the behaviour expectations as laid out in this policy.
- The student will be escorted to removal to complete a reflection sheet under direct supervision.
- If removed from a lesson the student is expected to report for a restorative detention with the member of staff who was teaching that lesson this will help see that missing work is completed and that any additional support needed can be put in place.
- Parents will be notified via Arbor notification/email when an incident occurs, the severity and detail. Where a student is removed and the reason/details for the removal is recorded.

### Detentions

In line with Department for Education (DfE) guidance, the school has the legal authority to issue detentions as part of its behaviour management procedures. Detentions may take place during the school day (for example, at break or lunchtime) or after school. Parental consent is **not required** for after-school detentions, although the school will provide reasonable notice where possible to allow parents to make necessary arrangements. By enrolling a child at this school, parents and carers accept that detentions may be used when appropriate to support positive behaviour and maintain a safe and orderly learning environment.

### Internal Suspension

- The removal room can be used as a form of internal suspension.
- The length of time that a child will be in removal is at the discretion of Heads of Key Stage or the Head of school.
- For any duration longer than a day, parents will be contacted.
- If placed in removal as a sanction, work will be set, toilet breaks will be managed outside the usual daily breaktimes and there will be no unsupervised social time.
- Failure to comply with the rules of the removal room will most likely result in suspension from school.

### Persistent Poor behaviour

Students who persistently fail to meet our expectations may be placed on 'report' or on a PSP or BSP (Pastoral/Behavioural Support Plan). Parents/Carers will be asked to be involved in these processes but a lack of support from parents / carers will not slow down or stop this process. Students involved in these processes may be at risk of permanent exclusion.

### Permanent Exclusion

Permanent Exclusion is recognised and accepted action in response to poor behaviour. More guidance can be found in the Synergy Trust Suspension and Permanent Exclusion Policy available on our website and by using the links below

[Exclusion and Suspension guidance 2024 \(DfE\)](#)  
[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



## SUPPORT

### On Report

When a child is placed 'on report' they are issued a physical card for which they must take responsibility. The report card will show three targets for the student to meet each lesson. At the end of a lesson a teacher will indicate by tick or cross whether or not the target has been met. At the START of each break and lunch the student on report must present themselves to the LSU and have the report checked. Any failure to meet targets will result in an immediate loss of free time. Reports cards may lead to BSP or PSP, or increase the risk of suspension if improvement while on report does not occur. Loss of report card or fabrication of report card is a very serious matter.

### Pastoral Support Plan (PSP)

A PSP is a formal and structured school-based support programme which is meant to help a child to overcome specific identifiable barriers which may inhibit their ability to meet school wide expectations. It may seek to improve their attendance, self-esteem, social, emotional or behavioural skills. The PSP will identify precise and specific targets for the child to work towards in conjunction with support and intervention from the school. It should include the child and parents in the drafting process. If a student's behaviour or engagement has not improved on a PSP despite support, then escalation to a BSP is likely.

- Targeted support is offered and intervention is initiated
- Targets for young person are set
- All parties agree and sign the plan
- Reviewed after 2-4 weeks as deemed appropriate
- After review periods a PSP may close/continue/evolve into a BSP

### Behaviour Support Plan (BSP)

A BSP is a formal agreement between a student, their parent and the school Inclusion team. It spells out the expected standard of behaviour, why current behaviour is not compatible with school values and what specifically identified targets are. It also explains what repeated behaviours will lead to, in terms of consequence for failing to improve.

- Unacceptable behaviour is identified and why it is not consistent with school expectations outlined
- Clear targets set for young person
- Clear consequences for failure to meet or comply with targets is outlined
- Consequences can include the full range of sanction outlined in this policy
- Reviewed after 2,4 or 6 weeks as deemed appropriate
- Failure to improve outlined behaviour or further escalations in poor behaviour when subject to a BSP is likely to result in a permanent exclusion from school

Being subject to a PSP or BSP do not remove other consequences that will be used in line with this policy.

### Managed Moves

A Managed move is a process agreed by current school, placement school, parent / carer and student. This is usually only considered as an alternative to or in attempt to avoid a permanent exclusion or a reason at the Headteacher's discretion that justifies why a student may need to be offered a fresh start in a new school.

### Directed Off-site Provision

When deciding whether to direct students off-site or agree a managed move, the school will always seek to act in the best interests of the student(s) to support good behaviour and the rest of the learning community to preserve school culture and values. Head teachers and Governing bodies have the power to direct students to off-site provision, with or without parent / carer consent.



## STANDARDS

Every Student is expected to follow the 'Stalham Way' and behave in accordance with our school values at all times. This includes when in school, on they way to and from school, representing us on trips and visits, and in the community.

### Uniform

It is the policy of the school that uniform should be worn by all students throughout Years 7-11. The uniform supports the ethos of the school and helps to instill discipline and pride in appearance in students. The standard uniform is set out below: In extreme heat we will nominate specific days as a "No Blazer" or "No tie or blazer" day. Students must bring their blazer and tie to school every day.

- Blue blazer with embroidered badge
- Blazers must always be worn in communal areas inside the school building including the canteen, corridors and during assemblies. Blazers may be removed during lessons when permission is sought.
- Students must wear their blazers if they are cold. A plain V neck black jumper can be worn IN ADDITION to blazers, not instead of them.
- Coats, gloves, hats can be worn on top of blazers when outside the building.
- Pale blue formal shirt (tucked in, collar fastened)
- Tie of the correct house colour with the school badge on display
- Black trousers (not tight fitting and no leggings, jeans or chinos)
- Pleated grey skirt (must be knee length, no jersey or clingy material)
- Black sturdy shoes (not trainers, mules, canvas, "uggs", converse, Nike Airforce or vans)
- Plain external coat (Any hoodies or jumpers worn to school must be removed before entry)
- Hair must be of a natural colour and of an appropriate style (e.g. no shaved patterns, motifs)

**PE Kit – NOT to be worn around school without express permission from a member of staff**

- *Students are to arrive at school with PE kit on PE days even if not participating.*
- *(At teachers' discretion) Students should still expect to change for lessons.*
- Plain black tracksuit bottoms or shorts
- School logo polo shirt.
- Trainers should be suitable for all sports (no plimsoles or high tops)
- Optional round neck PE jumper.

### Jewellery

- 1 small earring in each ear (max) – no other body or face piercings allowed. In cases where recent piercing are not healed. Clear plastic retainers can be worn, or plasters applied to cover the jewellery.
- Watches can be worn however, for matters associated with student and staff safety, smart watches are NOT allowed.
- All jewellery must be removed for PE lessons (covering is insufficient)
- Students unable or unwilling to remove piercings will be removed from lessons to work in the LSU

### Makeup

- Makeup should be kept to a minimum to ensure it is appropriate for a place of work. It must be discrete.
- All staff have the right to request make up to be removed / minimised during the school day and students must follow these instructions
- Fake eyelashes are not permitted, no fake nails, gels or coloured nail varnish is allowed.

In some circumstances students who cannot or will not rectify their appearance immediately, for example



wearing a nose stud or having an inappropriate hair style / colour may be expected to attend lessons as normal or accommodated elsewhere (LSU). They will not be allowed to mix socially at break or lunch times or attend school trips or events also be required to attend a pre-determined place during break and lunchtime until their uniform issue is rectified. In some cases, school leaders may send a student home to take remedial action with a uniform issue, this is not regarded as a suspension.

## **Bullying**

*“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”*

Every child has a right to learn in a safe environment, free from harassment and bullying. Bullying is something we all need to take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes pain and distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educational, emotional and social development. There are four main types of bullying:

Physical – hitting, spitting, taking possessions

Verbal – name calling, teasing, making abusive comments

Indirect – spreading nasty stories

Cyber – texting, emails, social network messages

Bullying is defined by the National Centre Against Bullying as:

*“ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.”*

In Stalham high School, we use the STOP principle to help everyone identify bullying behaviour.

S – several

T- times

O – on

P – purpose

Everyone – staff, students, parents/carers and members of the community – have a role to play to stop bullying. We know that children with SEN or disabilities are much more likely to be bullied than other children, so it is very important to be alert for any signs that bullying is taking place.

## **Students**

### **If you are being bullied in School:**

- Talk to any adult you trust, taking a friend if it helps
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are
- You will be taken seriously and a record of your report will be kept
- If you are bullied online, keep all messages/screenshots or e-mails to report to the Police

### **If you see someone else being bullied at School:**

- The best thing you can do to help is talk to someone
- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are



### **Parents/carers**

#### **If your child is being bullied or is bullying in School:**

- We can help
- Contact the School and ask to speak to a student manager or Inclusion manager
- Talk over the problem with the student management team. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened
- Do not let your child talk you out of contacting School.

**To combat online abuse and cyber bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to and make sure you are in touch with which Social Media Apps they may be using.**

## **SAFETY**

### **Sexual Harassment, online sexual abuse and sexual violence**

As part of our rigorous self-assessment processes we continually review how we educate and support students in vital aspects of their behaviour. Our Relationship and Sexual Education curriculum is wide ranging and ensures all students access the appropriate education at the right time. We have a combined citizenship and personal development (PD) programme including collapsed PD days, which include relationship and sexual education provision which we refer to as our Self and Society Curriculum.

Our Religion, Self and Society Curriculum works in tandem alongside our strong culture of safeguarding, our systems, training and vigilance. Our first responsibility is to keep your children safe. Our staff have regular training and we educate our students about the complexity of issues and challenges including healthy relationships, respect and consent. We regularly review and update our safeguarding policy and associated policies which are all available here on our website. Students to behave appropriately at all times and understand their responsibilities and the law. Our acceptable user agreement, online safety policy and computing curriculum provides all stakeholders with important information regarding online behaviour and how to keep themselves safe online.

We encourage all students, to inform us of any concerns or incidents so that we can support any students who may be involved. We encourage all parents to discuss this challenging issue with their children and raise all concerns with us so we can support all students involved.

**Sexual Harassment** - Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Harassers or victims may be of any sex or gender. Students and parents must report all incidents to school as soon as possible.

**Sexual Violence** - Sexual violence is defined as: any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person. Students and parents must report all incidents to school as soon as possible.

**Online Sexual Abuse** - Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse: Sending someone hateful or unwelcome comments based on sex. ... Sending "nudes" or coercing another into sending "nudes" or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.



## Discrimination

We strive to educate students on equality and take pride in our inclusivity, welcoming students and families from all backgrounds and cultures. The Equalities acts protects students from discrimination and harassment based on 'protected characteristics'. The protected characteristics for the schools provisions are:

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

(Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions)

## Use of Reasonable Force and Restrictive Intervention

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances. At Stalham High School, any use of reasonable force or restrictive physical intervention is always a **last resort** and is used only where it is necessary to prevent a **serious and immediate risk of harm**. The school is committed to promoting positive behaviour and minimising the need for physical intervention. Restrictive intervention will only be considered when all other de-escalation strategies have been attempted or are deemed inappropriate due to the level of risk.

Restrictive physical intervention may only be used to:

- prevent a student from committing a criminal offence;
- prevent a student from causing physical harm to themselves or others;
- prevent serious damage to property; or
- prevent behaviour that seriously prejudices good order and discipline where there is an immediate risk of harm.

Any use of force must be:

- reasonable and proportionate to the risk presented;
- the minimum necessary and used for the shortest possible time;
- appropriate to the student's age, understanding, and any identified SEND;
- carried out only by staff authorised by the Head of School.

## Clarification of Physical Contact

Not all physical contact constitutes restraint. The following are examples of acceptable, non-restrictive physical contact:

- guiding or escorting a student by the arm;
- comforting or reassuring a distressed student;
- physical prompting during teaching, first aid, or pastoral care.

Such contact does not constitute restrictive physical intervention.

## Prohibited Practice

The following practices are never permitted:

- using force as a punishment;
- using force to secure compliance;
- any technique designed to cause pain;
- techniques that restrict breathing or obstruct airways;
- any intervention that humiliates, degrades or places a student at risk.



## **Seclusion**

Seclusion is not a behavioural sanction and must never be used as a punishment.

At Stalham High School, seclusion may only be used as an **emergency safety measure** where there is a significant and immediate risk of harm. Where seclusion is used, it must:

- be for the shortest time possible;
- take place in a safe, risk-assessed environment;
- involve continuous supervision by an adult;
- end immediately once the risk of harm has reduced.

## **Recording and Reporting**

Every significant incident involving restrictive physical intervention or seclusion must be recorded in writing as soon as possible and always within the same school day.

Records must include:

- the student's name and SEND status (where applicable);
- the date, time and location of the incident;
- the circumstances leading up to the incident and any de-escalation strategies attempted;
- the type and duration of intervention used;
- justification explaining why the intervention was necessary and proportionate;
- details of any injury or medical treatment required;
- the names of staff involved and any witnesses.

All records are logged in line with school safeguarding and behaviour recording processes.

## **Parental Communication**

Parents and carers will be informed as soon as reasonably practicable, and where possible on the same day, following any use of restrictive physical intervention or seclusion. This applies even where prior agreement or behaviour planning arrangements are in place.

The only exception is where immediate contact would place the child at further risk, in which case an alternative appropriate adult may be contacted.

## **Post-Incident Review and Monitoring**

All incidents involving restrictive intervention or seclusion are reviewed by senior leaders to ensure practice is lawful, proportionate and consistent.

Following an incident:

- students are offered appropriate emotional support;
- Behaviour Support Plans and risk assessments are reviewed and updated where necessary;
- staff involved are supported through reflection and supervision.

The school monitors patterns and frequency of use to ensure compliance with SEND duties, equality legislation and safeguarding expectations.

## **Searching, Screening and confiscation**

Ensuring school staff and students feel safe and secure is vital to establishing and preserving calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps schools establish an environment where everyone is safe.

This section of our policy has been written in line with the 2022 Searching, Screening and Confiscation advice for schools, At Stalham High School, staff have the authorisation of the Head of School to search for prohibited items.



The following items are prohibited and should not be found on the school site or in the possession of students – under any circumstances:

- Alcohol and/or illegal drugs;
- Energy drinks or canned drinks;
- Chewing gum;
- Cigarettes, vaping or any tobacco, vaping or nicotine or similar stimulant paraphernalia;
- Stolen items;
- Knives or any weapons, or replica thereof;
- Fireworks;
- Firecrackers or ‘Snaps;’
- Pornographic imagery or images of a sexual nature;
- Possession of any article a staff member reasonably suspects has been – or is likely to be – used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student).

If at any point it is deemed necessary to carry out a search of outer clothing, pockets, possessions, desks or lockers the following procedures will be followed.

- Parents / carers will be informed (either before or afterwards)
- Students will be with at least two members (at least one of which will be of the same sex)

In the event it is suspected that a student is concealing a prohibited item, then the school may use an electronic screening device (handheld metal detector).

There is no authorisation for staff to search students in any other way without consent. Staff may confiscate jewellery, ear pods and mobile phones or any items deemed unsuitable for school.

### **Police involvement**

Information will always be shared with the police, if they request it. Parents may or may not be contacted if this is the case. This is to avoid any police investigation being compromised.

If the police wish to search a student on the school premises, this will be allowed only with the school’s permission and a member of staff present throughout.

### **Electronic Devices**

Electronic devices, including mobile phones, can contain files or data which relate to an illegal offence or other breach of school rules, 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 will 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. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff will never intentionally view the image, and will not copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school’s response.



Where a device is known to contain data or information associated with criminality or potential police investigation, the school will follow the advice of the police. This may involve keeping the device until such a time that it is collected by a police officer.

**Mobile Phones, headphones, EarPods, smart watches**

Mobile Phones are allowed in school but must be out of sight unless a teacher has given explicit permission for phones to be used for a particular purpose. During lesson times, mobile devices should be in school bags not pockets. If any of the above items are being used in school without staff permission this may lead to the phone being confiscated. Students must turn off the phone off before giving it to the staff member.

All staff have the authority to confiscate mobile phones from learners. When a mobile phone has been confiscated it should be taken by the member of staff to main reception who will retain it until it is either returned to the student or collected by a parent or guardian. The phone will go into a locked cabinet.

In cases where the student is not allowed to have their mobile phone in school due to serious or repeated issues, they must hand it in to reception when they arrive at school and collect it at the end of school.

