

Brookes UK

Behaviour and Relationships Policy



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This policy was approved for publication on: **October 2022**

This policy will be next reviewed on: **January 2023 (ongoing review)**

Brookes UK
BEHAVIOUR & RELATIONSHIPS POLICY

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Items to include in the next review

- Junior School Behaviour & Relationships Management Steps
- Rewards Policy (Ks1, Ks2 & Ks3&4)

Statement of Behaviour Principles

The Principal and Governance at Brookes School UK aim to ensure that all children find our school a safe place, where they are able to enjoy their education, to learn and to fulfil their potential. We believe that in relation to behaviour the school will therefore:

- Set high expectations for behaviour.
- Provide positive role models. Staff should treat one another and students with the same level of courtesy, patience and respect that they demand from students.
- Promote good behaviour and attitudes by providing positive support, encouragement, praise and appropriate rewards.
- Promote respect for others and the environment.
- Promote self-discipline and self-respect.
- Promote equality of opportunity, the welfare of students and good relations across the whole school community.
- Value students as individuals and take account of the needs of vulnerable children, including those with special educational needs, physical or emotional health needs looked-after children, and offer support as appropriate.
- Secure an acceptable standard of behaviour so that the school environment is safe, conducive to learning and free from disruption.
- Take a positive approach to behaviour by supporting, encouraging, praising and rewarding good behaviour.
- Apply a fair, reasonable and consistent approach to tackling behaviour which is not in line with the expectations in this agreement, including the use of appropriate sanctions, whether students are on school premises or
 - taking part in any school-organised or school-related activity,
 - travelling to or from school,
 - wearing school uniform,
 - in some other way identifiable as a student at the school, or
 - in other circumstances where their behaviour could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation of the school.
- Avoid discrimination against any person including on grounds of race, gender, disability or sexual orientation and promote good relations between different communities.
- Prevent bullying and tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.
- Make use of fair, reasonable, consistent and proportionate sanctions that do not discriminate, humiliate or denigrate students.
- Involve parents/carers and other appropriate agencies fully in supporting students in promoting positive behaviour and tackling any difficulties.
- Use exclusion (whether fixed-term or permanent), restraint or other physical intervention and the power to search and screen students appropriately in accordance with Government guidelines and as set out in the school's behaviour policy.

Statement of Intent

Brookes School UK believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated and encouraged in all areas of school life. The school acknowledges that presentations of negative behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equity, equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve.

Principles of Good behaviour

Members of the school community are required to fulfil the principle of 'consideration for all'. In doing so, staff and students are expected to be ready for learning, respectful to each individual in our school community and to behave in a safe manner at all times.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Keeping Children Safe in Education Act 2022
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019 1.2

This policy operates in conjunction with the following school policies:

- student Code of Conduct
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Statement
- Child Protection and Safeguarding Policy
- Physical Intervention Policy
- Complaints Policy

2. Definitions

2.1. For the purpose of this policy, the school defines "[serious unacceptable behaviour](#)" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Damage to the school or property of others

2.2. For the purpose of this policy, the school defines "low level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Missing or incomplete homework
- Disruption on public/school transport
- Use of mobile phones without permission
- Graffiti

2.3. "Unacceptable behaviour" may be escalated as "[serious unacceptable behaviour](#)", depending on the severity of the behaviour.

2.4. "Challenging behaviour" is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member appropriately to their behaviour(s).

3. De-escalation strategies

3.1. As professionals and educators it is important to constantly reflect on our practice and personal mannerisms in order to prevent any behaviours in class from escalating. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation prior to discipline preventive steps are put in place. This de-escalation strategies include:

- Greeting the students in a positive manner at the start of every lesson
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive
- Providing adequate personal space and not blocking a student's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

4. Support and Interventions

4.1 The school understands that students work best when there is an established routine, and that behavioural problems can arise as a result of a lack of a consistent routine.

4.2 Teaching staff are encouraged to establish, foster and maintain positive relationships and routines within the classroom and around the school environment. Where this does not occur the school uses the antecedent-behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- (A) Antecedent: what happens before the behaviour occurs.
- (B) Behaviour: the behaviour that occurs.
- (C) Consequence: the positive or negative results of the behaviour.

4.2.1 Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

4.2.2 When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the student's behaviour?
- Where and when does the student display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the student use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the student's progress be monitored?

5. Senior School Behaviour & Relationships Management Steps

5.1 In instances (in the senior school) where students do not demonstrate positive or helpful behaviour, teachers and school staff will respond using the following strategies:

- **Teachers' toolkit** = use non-verbal cues and actions, teacher movement and placement in the classroom to prevent disruption to learning
- **First Reminder** = verbal reminder calling the students' attention to why the behaviour is unacceptable or inappropriate. Write their initials on the behaviour table displayed in the classroom.
- **Second Reminder** = second verbal reminder calling the students' attention to previous reminder and why their behaviour is still unacceptable or inappropriate. Write their initials on the behaviour table displayed in the classroom.

*The second reminder **SHOULD NOT** immediately follow the first reminder.*

A period of PRT (Personal Reflection Time) is vital in supporting the student in taking responsibility for the

poor behaviour and making suitable choices. Students' should be given sufficient time to reflect on their behaviour.

- If the student continues to disrupt, a **FINAL WARNING CARD** is placed on their desk. No further communication is required for this step.
- Following on from the final warning card, If poor behaviour persists **AND** all strategies ([See Strategies Below](#)) have been used to prevent further sanctions being invoked, the student(s) will receive a **DETENTION** with the subject teacher, at the earliest Social Time (Break or Lunchtime).
- If behaviour continues even after a detention has been issued, procedure with the [*SLT Removal Procedure*](#)

6. Detention

- Detentions are awarded for persistent breaches in the school behaviour policy.
- If a Detention is issued this will be carried out at the following times:
 - Detention issued Periods 1 or 2 = Detention takes place during Break Time
 - Detention issued Periods 3 = Detention takes place at 13:00 (after the student has eaten)
 - Detention issued after lunch = Detention takes place the following day at Breaktime
- During the detention the student will be given a chance to catch up on any lost learning.
- It is important that the teacher reconnects with the student to re-establish the school's expectations and build on the teacher:student rapport.
- The detention **SHOULD NOT** be another opportunity to discipline the student again.

7. Persistent Behaviours

- When a student continues to be disruptive, rude, prevents the learning of others and the teachers ability to teach. The teacher **MUST** treat this as a serious incident and the student may need to be removed from the lesson.
- Strategies to remove a student from the lesson;
 - Send a message to Sam Turner vis '**iSAMS Instant Messenger**' asking for ***SLT Student Removal*** ([see example email message below](#))
- OR
- Send another student to reception with a signed ***SLT Student Removal*** note.
- The member of SLT on call, will then come to support.
- **NO STUDENT IS TO BE SENT OUT OF A LESSON.**

8. SLT Student Removal Procedure

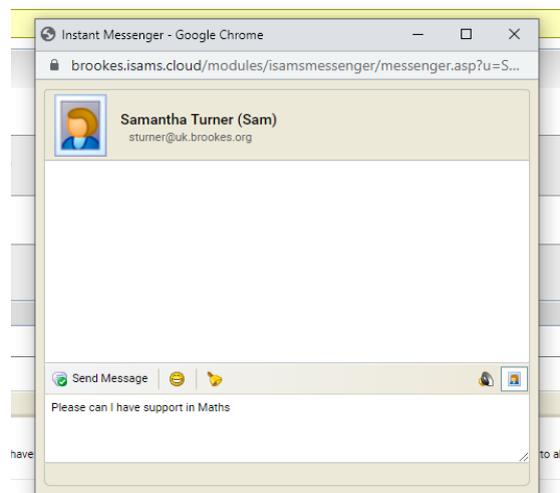
- When the member of SLT arrives at your class, the following will take place;
 - Student(s) spoken to outside of the class to discuss their chosen behaviours and issues.
 - The student will then either;
 - Be reinstated back into the lesson, with an SLT detention set.

OR

- Removed from your lesson..
 - If a student is removed from your lesson by the member of SLT, they will be placed in [Isolation](#) the following day and parents notified.

9. SLT Removal Email Template

- Message Sam Turner via iSAMS Instant Messenger
- Main message to simply say that you need support.
- The faster you can write the message, the faster you can have support.



- To send an instant message via iSAMS
 - In your iSAMS Dashboard
 - On the right hand side you can see 'Who's Online'
 - Click on the teachers name and a new window opens
 - Type the message and send.
 - The recipient will receive the message as a new popup window.

10. Isolation

- If the student has been placed in Isolation the following will take place:
 - Parents are notified as early as possible. 24 hours prior to the Isolation date is desirable.
 - On the day of the isolation, the student will report to the main reception.
 - All their work for the day will be prepared in advance.
 - The student will be taken to an allocated room and supervised.
 - Their break and lunchtimes will be separate from their peers.
 - They will be supervised by a member of the SLT, who will spend some time discussing expectations and steps for improvement.

11. Final Warning Card

- Teachers use this as a last chance attempt to control behaviours prior to awarding the student with a detention.
- This should be used ahead of issuing a detention or calling for an SLT Removal

LAST CHANCE !!!

You have now been issued a LAST CHANCE CARD.

Should your behaviour continue, you will issued with either a;

A) detention during your next social time.

OR

B) SLT removal from lessons.

12. Recurring Incidencies

BEHAVIOUR & HOMEWORK		
Incident Occurrence	Consequence	Action
1st, 2nd & 3rd	Teacher Detention During Social Time	Tutor informed Behaviour logged on Pastoral tracker
4th, 5th & 6th	Mr Jackson Detention During Whole Lunch	Parents informed Placed on Monitoring Report Behaviour logged on Pastoral tracker
7th	Isolation	Parents informed Placed on Monitoring Report Behaviour logged on Pastoral tracker
8th & 9th	Mrs Elford Detention After School	Parents Contacted Placed on Target Report Behaviour logged on Pastoral tracker
10th	Isolation	Parents Contacted Behaviour Contract Issued Behaviour logged on Pastoral tracker
11th	Principal Afterschool Detention	Parents Contacted Placed Daily Report Behaviour logged on Pastoral tracker
Further incidencies	Mrs Taylor Detention Friday Afterschool until 5:30pm	Parents Meeting on same night
	Fixed Term Exclusion (FTE)	Parents informed

BEHAVIOUR INCIDENT STEPS ORDER

Incident	Consequence	Action
Low Level Behaviour Flowchart Steps Used	None	Behaviour Logged on iSAMS
Persistence Behaviour/Disruption	Teacher Detention 30 mins at Lunch	Detention Logged Behaviour logged on Pastoral tracker
Critical Incident or repeat detentions	SLT Detention Whole Lunchtime	Detention Logged Parents Contacted Placed on Monitoring Report Behaviour logged on Pastoral tracker
Persistent Detentions 10 or more	Friday Afterschool	Detention Logged Parents Contacted Placed on Daily Report Behaviour logged on Pastoral tracker
Serious Incident or Repeat detentions after SLT Detention	Isolation	Behaviour Logged Parents Contacted Behaviour Contract Issued Behaviour logged on Pastoral tracker
	Fixed Term Exclusion (FTE) = 1 to 2 days	Parents Meeting Review of Behaviour Contract
	Permanent Exclusion (PEX)	Parent Meeting

13. Serious Unacceptable Behaviour

Serious incidents include anything that :

- Severe verbal abuse of another student, adult or teacher, particularly where there is repeated use of offensive language
- Persistent non-compliance with the reasonable demands made by the teacher, boarding staff, bus driver, instructor, etc.
- Physical violence or threatening behaviour towards another student, adult or teacher;
- Theft, misappropriation of belongings from another student, teacher, or from school property;
- Intentional damage to school property
- Harassment and/or abuse based on, but not limited to, nationality, race, religion, disability, gender and/or sexual identity/orientation;
- Sexual misconduct and harassment, indecency, accessing obscene and pornographic websites on computers, or sexting;
- Possession of drugs, alcohol or offensive material for personal use;
- Possession of drugs, alcohol or offensive material with the intention of supplying to others;
- Being under the influence of drugs or alcohol;
- Possession or use of weapons.

The most serious incidents of misbehaviour or persistent disruptive behaviour should be reported to the Principal and logged on iSAMs.

If any behaviour is deemed to be totally unacceptable then staff must ensure that the student(s) refrain immediately and are isolated from other students. The staff member therefore, evoke the [*SLT Removal*](#) action plan to have the student removed immediately.

SAFE RESTRAINT: In dealing with physical or 'out of control' behaviour, a member of staff may only use a degree of force if it is necessary to restrain a student who, in the opinion of that member of staff, is in danger of injuring him/herself or others or damaging property. Please see the Safe Restraint Policy. Boarding staff all receive training on safe restraint.

In the event that Safe Restraint is not suitable or the member of staff is not comfortable, the following is a suitable plan of action;

1. DO NOT provoke or antagonise the student, try to keep them calm and safe.
2. Calmly ask the remaining students to leave the class.
3. Where possible send the remaining students to a safe location with any learning support staff (playground - weather permitting).
4. Send a responsible student to the school reception for immediate support.

SEARCH: Where there is a suspicion of theft, misappropriation, the presence of drugs, alcohol, offensive material or weapons, sexually explicit images or material, the school reserves the right

to search a boarding student's possessions. This will take place in a sensitive and controlled manner and may involve communication with parents or guardians.

Parents will always be informed. Sanctions may include detention, removal from specific lessons/activities/trips/privileges/boarding, internal suspension, fixed-term exclusion and permanent exclusion.

14. Work with other agencies

14.1 The school understands that positive behaviour is a result of good relationships with students and parents/carers. Staff endeavour to develop positive relationships to enable early intervention.

14.2 When a member of SLT, class or form teacher recognises a pattern or frequency of poor behaviour choices made by a student (recognisable through the school behaviour log) support from outside agencies may be sought. Parents will be informed and agreement sought.

14.3 The school holds a directory of local services, available either via school referral or direct parental referral, that can be called upon to support students to make positive behaviour choices.

15. Physical intervention

15.1 All members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

15.2 Physical intervention will only be used as a **last resort** and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

15.3 All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

15.4 Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

15.5 When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

16. Behaviour outside the school grounds

16.1 students at the school must agree to represent the school in a positive manner.

16.2 Staff may hold students to account for misbehaviour off the school premises when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

16.3 Staff may also hold students to account for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school

16.4 Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

16.5 In cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

16.6 Complaints from members of the public about misbehaviour by students at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy and in accordance with the schools [serious unacceptable behaviour procedure](#).

17. Items banned from the school premises

17.1. The following items are banned from the school premises:

- Fire lighting equipment:
 - Matches, lighters, etc.
- Drugs and smoking equipment:
 - Cigarettes
 - Tobacco
 - Cigarette papers
 - Electronic cigarettes (e-cigs/vapes)
 - Alcohol - Solvents
 - Any form of illegal drugs
 - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors

- Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or similar items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals
- Other items:
 - Liquid correction fluid
 - Chewing gum
 - Nuts
 - Caffeinated energy drinks
 - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
 - Aerosols including deodorant and hair spray
 - Mobile phones (except by approval of the headteacher following letter from parents)

17.2. All members of staff can use their power to search without consent for any of the items listed above.

17.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

17.4. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

17.5. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

17.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

17.7. The school is not liable for any damage to, or loss of, any confiscated item.

17.8 The police will be contacted if any weapons, knives, illegal substances and pornography of any kind are discovered by a member of staff.

17.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

17.10. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

17.11. A Senior Leader will always be notified when any item is confiscated.

17.12. Staff will follow the provisions outlined in the Government guidance when conducting searches and confiscating items.

18. Smoking and controlled substances

18.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

18.2. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

18.3. students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

18.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates - this includes the school car park area.

18.5. The school has a zero-tolerance policy on illegal drugs and legal highs (new psychoactive substances).

18.6. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.

18.7. The staff member will store the sample in a secure location.

18.8. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

18.9. The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

18.10. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

18.11. Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified.

19. Sexual harassment

19.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

19.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - o Accessing, downloading or uploading pornography
 - o Sharing pornography via the internet or email
 - o Creating or maintaining websites with sexual content
 - o Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

19.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

19.4. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

19.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

20. Staff training

20.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

20.2. Teachers and support staff will receive training on this policy as part of their new starter induction.

20.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated annually and on an ad hoc basis where necessary, through weekly staff meetings, twilight training sessions and staff inset days.

20.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not applied effectively as they could be.

20.5. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem. All policies and training will be conducted by the schools SENCO.

20.6. At least one member of staff will know every student and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

20.7. Teachers and support staff will receive regular and ongoing training as part of their development.

21. Monitoring and review

21.1. This policy will be reviewed by the headteacher and pastoral lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

21.2. This policy will be made available for inspections, upon request.

21.3. The next scheduled review date for this policy is January 2023.