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Harrogate High School

A great place to learn!

Rewards & Behaviour Policy

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Introduction

As a caring community we strive to ensure every member of the school community feels valued and respected, and that each person is treated fairly. The school's rewards and behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. This policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all students fairly and apply this behaviour policy in a consistent way. This policy aims to help students grow in a safe and secure environment, and to become positive, responsible citizens in the school and wider community.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Academy Head, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- All staff will be responsible for the implementation and day-to-day management of the policy and procedures. Staff will have regular training opportunities within the CPD programme to refresh their classroom management skills and how to handle incidents of unacceptable behaviour on the school premises.
- All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Academy Head on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Academy Head, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Academy Head and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures

The procedures arising from this policy will be developed by the Academy Head in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Academy Head via the Senior Leadership Team, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Training

The senior staff will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the policy. All staff have annual training for all aspects of Safeguarding including Child Protection, Prevent, School Expectations and the Code of Conduct.

Inter-relationship with Other School Policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equalities scheme, safeguarding, special educational needs and anti-bullying, is established. The behaviour policy underpins the school's ethos and commitment to British values and its focus on Child Protection, Prevent and laws of this country.

Involvement of Outside Agencies

The school works positively with external agencies including Social Care, Early Help, CAMHS, Compass Reach, Compass Buzz, Healthy Child Team, Police, Youth Justice Service, Enhanced Mainstream Schools, Educational Psychologist and Just B. It seeks appropriate support from them to ensure that the needs of all students are met by planning with the interventions within a time frame. Students needing support from external agencies are identified through the Assistant Head /SENCO and the Achievement Team and will be placed on the vulnerable register or school support record if they have special educational needs.

Review

The Academy Head will ensure that this policy is reviewed annually by a group including staff, students and parents. They will report to the Governing Body on the policy, its effectiveness, fairness and consistency. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Academy Head, staff and parents. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Climate for Outstanding Learning

Our school ethos of positive modelling and encouragement is central to the promotion of desirable behaviour. Our high expectations of teaching, learning and assessment is central to delivering high quality lessons which provide stimulating learning for all students, establishing an expectation for all staff to have positive, professional relationships with all students and ensuring progress is at the heart of all teaching.

Rewards have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. The school uses a reward system, where achievement points are given in the form of stamps for a range of positive contributions in both the classroom and in wider school life.

Sanctions are needed to respond to undesirable behaviour. A range of sanctions are shared within this policy and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. As well as support strategies that run alongside the sanction process.

The school uses the Class Charts behaviour tracking tool, which all students and parents can access by downloading the 'ClassCharts parent app' or 'ClassCharts student app'. Should you need further support in accessing this, please contact admin@harrogatehighschool.co.uk

Our HHS classroom rules poster is displayed in each classroom and a copy can be found in students' planners. It sets out the standards of behaviour we expect from our students. Our HHS rules poster outlines the expectations of students as they move around the school before and after school and during break and lunch times.

HHS CLASSROOM RULES

1. We will arrive on time wearing our uniform correctly.
2. We will have our planner open and all equipment on the desk ready to learn.
3. We will follow instructions first time, every time.
4. We will put our hand up if we wish to speak.
5. We will listen to the teacher and each other.
6. We will always give our best effort, without disrupting others.
7. We will complete the Challenge Zone in silence.
8. We will always write our Independent Learning in our planner and meet deadlines.
9. We will work together to pack away at the end of the lesson and respect all classroom equipment.
10. We will stand behind our chairs in silence and wait to be dismissed.



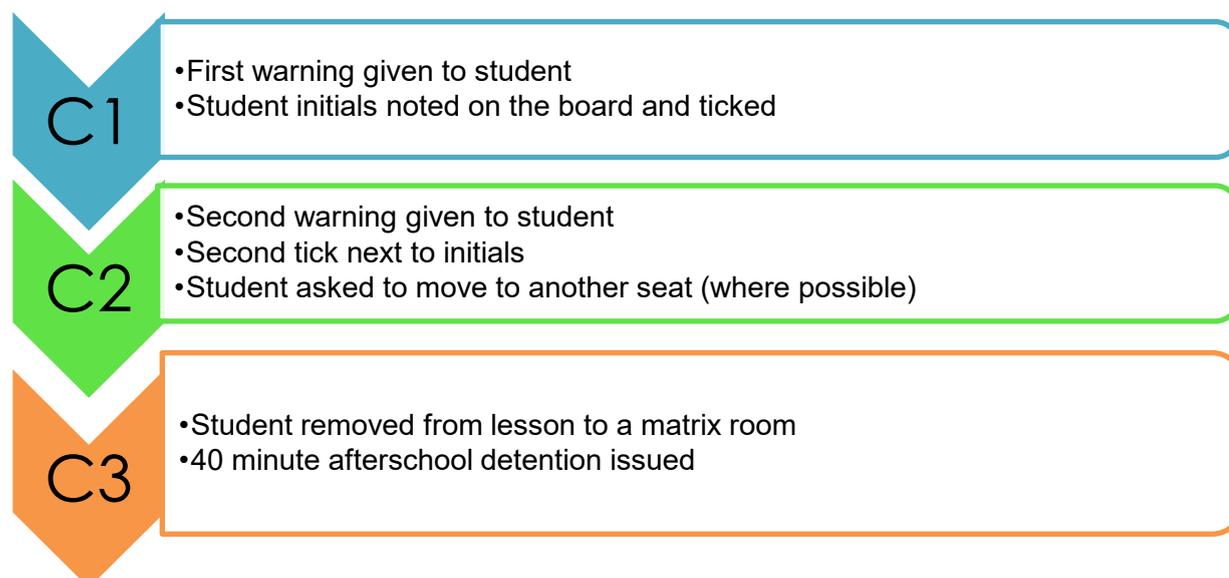
HHS RULES

1. We will wear our uniform correctly at all times; outdoor clothing will be removed before entering our academy.
2. We will follow instructions from all staff- first time, every time.
3. We will be polite at all times and show respect for other people.
4. We will be in the right place, at the right time.
5. We will respect our academy and put our litter in the bin.
6. We will not bring chewing gum into our academy.
7. We will not eat or drink in the corridors, only in the hall and playground.
8. We will hold the door open for other people.
9. We will use indoor voices around our academy.
10. We will walk on the left hand side of the corridor and stairs sensibly without any unruly behaviour.
11. We will only use our lockers at the start and end of the day.



Classroom Sanctions

An incremental system of warnings is used consistency by all teachers when the HHS classroom rules are not adhered to.



There are times when, for the safety of others and their learning, a student needs to be immediately

removed from a classroom. An immediate lesson removal may be issued for the following issues: health and safety, bullying, verbal abuse/ derogatory language, swearing and refusing reasonable requests.

If a student receives multiple lesson removals either in the same subjects or across a range of subjects early intervention is put in place to try and improve the student's behaviour. This early intervention could take the form of:

- Restorative meeting with class teacher
- Phone call and/or meeting with parent/carer
- Meeting with Student Support Officer
- Meeting with Head of Department
- Target card for daily monitoring
- Individual Behaviour Plan
- Pastoral Support Plan
- Personalised timetable

Out of Classroom Sanctions

Students are regularly reminded of the expectations as they travel to and from school, as they move around school, on the school site before and after school and during break and lunch times.

- A tier 1 (40 minute) detention may be used for:
 - a C3 lesson removal
 - being late to school
 - refusing staff requests

Tier 1 detentions are held on a Tuesday and Thursday. If a student does not attend, or disrupts the detention, this will escalate to a Tier 2 detention which will be 1 hour the following day.

Should a student fail to attend a Tier 1 and Tier 2 detention, they will be in isolation from 8.30-3.30 (Tier 3). Should a student disrupt or fail to attend any part of their Tier 3 isolation day, they are likely to either;

- Repeat the isolation day, until completed fully;
- Attend isolation day/s at another school;
- Or receive a fixed term exclusion for persistent defiance.

Public Displays of Affection

Intimate physical displays of affection (hugging, holding hands, kissing and embracing) are not permitted at school, on the school bus or on any school activity, including after school events. Lying down with another student; hand on another's lap; sitting on another's lap is also not acceptable. Touching in sexual ways either under or through clothing is not acceptable.

Students involved in inappropriate expressions of affection will be spoken to privately and respectfully with a view to modifying their behaviour and educating them. Continued failure will be considered as discipline violation and will result in parent notification and consequences, as outlined in the behaviour policy. The school recognises that genuine feelings of affection may exist between students; however, students shall refrain from inappropriate behaviours in and around school.

Uniform and Appearance Expectations

All students are expected to wear the school uniform, as stated in the school welcome pack and on the website. Uniform should be worn at all times unless stated otherwise (non- uniform days). This includes attending and leaving school in full uniform. Students are not permitted to leave school in PE kit or any other clothing. Breaches of the uniform policy shall result in parental contact and a request for the correct items to be brought into school the same day. Failure to wear the correct uniform will result in students isolated from lessons until this is corrected.

As part of the school dress code, students are not permitted to have their hair dyed an unnatural colour. Breaches of this expectation will result in isolation from lessons until corrected.

Students are not permitted to wear facial piercings in school. Students who attend school with piercings present will be asked to remove the piercing and replace it with a retainer. Refusal to comply will fall in line with parent notification and consequences.

Early Intervention / Supportive Strategies

- Achievement Team plan personalised packages dependent on need. These are shared with parents and staff. All packages are time managed with impact measured on a weekly basis.
- Should a student be in danger of permanent exclusion, through repeat fixed term exclusions or behaviour which indicates disrupted education to others, including persistent bullying or presenting a health or safety risk to users of this school site, then carefully planned personalised packages are organised. Details of this provision are shared and recorded appropriately.
- Students and parents may be asked to attend meetings where Individual Behaviour Plans (IBP) or Pastoral Support Plans (PSP) are drawn up with specific targets to improve behaviour and attendance.
- If the family is in need of some specialist help they may be offered support from a range of agencies including: Just B Counselling, Early Help Service, or if appropriate a multi-agency meeting may be called.
- If a student is in danger of permanent exclusion by accumulating fixed term exclusion through persistent defiance or approaching 45 days of fixed term exclusion in any one academic year, he or she may be referred to the Harrogate Collaborative Panel. This is where students from the local area are discussed with representatives from each local school and either a Pupil Referral Unit placement may be requested for a 6-12 week preventative placement or a Managed Move to another school. Both options will give the students time to rectify their behaviour and another chance to engage with education.
- Finally, if the behaviour has not improved following all of the above strategies, it may be necessary to refer the student to the Special Educational Needs Coordinator (SENCO) to request an Education, Health and Care Plan (EHCP). Evidence will be submitted to support the request that a student has SEN and an EHCP may be issued. This will incorporate further support to help the student achieve desired outcomes.
- Governors' meetings can also be used as a strategy to overcome potential permanent exclusion and are always used when 15 days of fixed term exclusion are exceeded in any term. Governors also consider deliberate activation of the fire alarm without good intent to be a serious incident resulting in the permanent exclusion of a student. Students have clear guidance on their VLE home page as to banned items and substances in school. Particular mention of using items which could be construed to be a weapon needs to be made – all students and staff are aware of this. If a student exhibits repeated persistent defiance, parents will be invited to discuss the possible consequences of multiple fixed term exclusion.

De-escalation strategies

Where challenging behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- 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 pupil 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 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"
- Under exceptional circumstances, students who need Restrictive Physical Intervention (RPI) should have staff attending who have undergone training and a member of SLT who supervises the actions taken using a team call where possible. Any member of staff can intervene where a student or member of staff may be at risk of harm.

Fixed Term Exclusions

The school will only exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other students or members of staff, e.g. bringing a weapon onto the premises
- Any incidents which breach the law
- Persistent and/or severe bullying
- Verbal and physical abuse
- Constant disruption

- A single, serious and major incident, e.g. serious assault on another individual leading to injury
- Persistent defiance

Students can be excluded on a fixed-period basis, i.e. up to 45 school days within a year, or permanently. Similarly, students can be permanently excluded following a fixed-period exclusion, where further evidence is presented. In all cases, the Academy Head will decide which exclusion period a student will be subject to, depending on what the circumstances warrant.

Only the Academy Head has the power to exclude a student from the school, and is able to decide whether this is on a fixed-period or permanent basis. All exclusions will only be issued on disciplinary grounds. The Academy Head is able to consider a student's disruptive behaviour outside of the school premises as grounds for exclusion. Any decision made to exclude a student will be lawful, proportionate and fair, with respect to legislation relating directly to exclusions and the school's wider legal duties. All exclusions will be formally recorded. When sending a student home following any exclusion, the Academy Head will ensure that they exercise their duty of care at all times and will always inform the parents. The Academy Head will apply the civil standard of proof when responding to the facts relating to an exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true. The Academy Head may withdraw any exclusion that has not already been reviewed by the governing board.

At all times, the Academy Head will take into account their legal duties under the Equality Act 2010 and the special educational needs and disability code of practice: 0 to 25 years, ensuring that they do not discriminate on any grounds, e.g. race, sex, disability, and will not increase the severity of a student's exclusion on these grounds.

The Academy Head will not issue any 'informal' or 'unofficial' exclusions, such as sending a student home to 'cool-off', regardless of whether or not the parents have agreed to this. The Academy Head will not use the threat of exclusion as a means of instructing parents to remove their child from the premises.

When considering the exclusion of a pupil, the Academy Head will:

- Allow the student the opportunity to present their case.
- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the student's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the student has received multiple exclusions or is approaching the legal limit of 45 excluded days per school year, and whether exclusion is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess students who demonstrate consistently poor behaviour.

Praise and Reward

At Harrogate High School we feel it is essential to develop on an already strong praise culture. We feel that students should be praised for their excellent behaviour, commitment to learning, engagement in enrichment activities, commitment to student voice and exceptional attendance among many other reasons.

Students are rewarded on a daily basis **through verbal praise** in lessons. Students will receive up to **three stamps per lesson** for their effort and commitment to learning and these will be recorded in their planners. We will also praise students for kind and courteous behaviour during **social times** as we feel this is also essential to their development as a positive citizen. Staff will also award praise postcards and make positive phone calls to parents.

Students will be rewarded on a termly basis in **praise assemblies** for achieving the Bronze, Silver, Gold, Diamond or Platinum awards as a result of the number of points they have achieved. On a half termly basis members of staff will nominate students for an **Academy Head Commendation**. **Praise trips** will take place in half term three and six and an annual **whole school awards evening** will be hosted at the end of the academic year as a culmination of exceptional effort and achievement.

Appendix 1

Harrogate High School Illegal and Banned Substances or Items Policy

Harrogate High School is committed to providing a caring, friendly and safe environment for both staff and students. This policy aims to set out the school role in relation to all illegal and banned substances. The school has an agreed range of responses and procedures for managing all incidents relating to illegal and banned substances.

For the purposes of this policy, illegal and banned substances or items are:

- Medicines unless prescribed and taken under school protocols
- Tobacco in any form and the use of e-cigarettes, vaping or any paraphernalia
- Alcohol in any form
- Solvents
- Substances that alter moods, feelings or behaviour, change perceptions or change the way the body functions. The Psychoactive Substances Act 2016 gives full details of all substances previously known as 'legal highs' and any paraphernalia linked to these items. All items will be confiscated and disposed of the police.
- Stolen items
- Fireworks
- Any bladed article
- Any item that could be deemed an offence weapon
- Pornographic images
- Any item banned by the school
- Any article that a member of staff reasonably suspects or is likely:
 - a. To commit an offence
 - b. To cause personal injury to any person (including the student) or their property

Harrogate High School is committed to the health, safety and welfare of all staff and students and will take action to promote and safeguard their wellbeing. Harrogate High School does not agree with the use, misuse or abuse of the above listed substances or the illegal supply or sharing of such substances.

The term "illegal or banned substance" includes all substances that have age restrictions as well as those that are illegal under the eyes of the law. Harrogate High School can also "ban" substances that it feels are detrimental to the health and wellbeing of its stakeholders, i.e. energy drinks, large bags of crisps, packets of biscuits or sweets to name a few.

Objectives of this policy

- All governors, teaching and non-teaching staff, students and parents/carers (all the school's stakeholders), should have an understanding of what illegal or banned substances are.
- The stakeholders should know what the school policy is on illegal or banned substances and follow it when issues are reported. The school cannot offer total confidentiality, but as far as is possible the school will ensure that information provided, is treated carefully and sensitively. The provider of any information will always be told what use is being made of it.
- The stakeholders should know what they should do if an issue arises
- The stakeholders must be supported if an issue is reported
- To ensure that Harrogate High School is free from illegal and banned substances
- To educate students on the effects of illegal and banned substances on the mind and body
- To provide opportunities for students to practice the personal and social skills and the strategies needed to deal with situations involving drugs
- To promote the individual's self-confidence, self-esteem and self-worth
- To explain the legal situation with regard to the use and misuse of illegal and banned substances
- To enable young people to identify sources of appropriate personal support
- To enable parents to acquire knowledge and support

It is illegal to carry a bladed article or an item deemed offensive on and around school premises. The Governing Body at Harrogate High School recognises that the presence of weapons in the school would not only create unacceptable risks of bullying, injury or death, but also create a climate that undermines the educational purposes of the school. Accordingly, it is the school's policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and school activities. No student or other person shall bring a weapon into the school zone, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a student by the school or required by the school for the purpose of teaching a curriculum activity under strict supervision. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a "weapon" is any firearm of any description, including starting pistols, air guns and any type of replica or toy gun. Knife, including all variations of bladed objects including pocket knives, craft knives, scissors or any item adapted that could cause harm etc. Explosives, including fireworks, aerosol spray, lighter, matches and flares. Laser pen or other object, even if manufactured for a non-violent purpose that has a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any student found to be in breach of this policy shall be subject to action under the school's Behaviour Management Policy. This could mean a fixed period or permanent exclusion from school. In some circumstances the police might also be contacted.

Young people need to make responsible, healthy and informed choices about the role illegal or banned substances might play in their lives. Awareness and understanding of possible legal, social, economic and health consequences arising from the use and misuse of these substances needs will be addressed through the Vertical Mentor Programme, PSHCE lessons, 'Stop the Clock' activities and curricular entitlements.

Tobacco

Smoking is the single most preventable cause of premature death and ill-health in our society. The school policy on smoking aims to give students the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that if required; a student can receive support from the school and staff. Legislation has made it an offence for children less than 18 years to be sold tobacco products.

Aims:

- to ensure that cigarette, vaping or e-cigarette smoking is not tolerated at the school
- to educate students as to the immediate dangers of smoking
- to encourage those students who do smoke to break free from the habit

Smoking, or being in possession of cigarettes, vapes, tobacco or any paraphernalia, is prohibited when a student is under the School's authority.

Being under the school's authority means:

- throughout the school day, whether on or off the premises;
- whenever he/she is involved in any activity organised by the school;
- whenever he/she is identifiable as a member of the school.

Students found smoking or in possession of cigarettes, vapes, e-cigarettes or tobacco can expect their parents to be informed and an appropriate punishment administered. All tobacco products and paraphernalia will be confiscated. Should a student refuse to hand over the products, they may receive a fixed term exclusion. Subsequent offences may also result in exclusion.

Alcohol

Alcohol is a depressant drug, particularly when taken in large quantities. Even at low levels, the potential for serious accidents arises. The Licensing Act of 1964 makes it illegal for alcohol to be sold to anyone under the age of 18, or for a person under 18 to buy alcohol.

Aims:

- to develop knowledge and understanding about alcohol as a drug and its effects on the body;
- to encourage sensible, appropriate and safe drinking behavior;

- to practice personal and social skills and the strategies needed to deal with situations where alcohol is present;
- to educate the students as to the place of alcohol in the political, social and economic environment in which it exists.

Drinking, or being in possession of alcohol in any form is prohibited:

- in school buildings or grounds;
- when under the authority of the school (to, in and from school);
- whilst on school outings and trips.

All alcohol products will be confiscated and parents will be informed that if they wish the return of the products, they must come to school to collect them in person. Should a student refuse to hand over the products, they may be excluded. Students found in possession of alcohol or using it, whilst under the authority of the school can expect to be excluded and further guidance given.

Possession of an illegal drug:

If any student is found in possession of a suspicious substance, it will be taken from him/her. The substance will then be taken immediately to the Academy Head. The student will then be interviewed by appropriate staff. The police will be consulted concerning the nature of the substance. If it is an illegal drug, the student will be isolated immediately and his/her parents called to the school. An appropriate member of staff will speak with them and the student can expect to be excluded. The illegal drug will be handed over to the police who may prosecute the student. Responses to drug related incidents may vary from being offered advice and support to being excluded from school; this will be at the Academy Head's discretion.

Any drug related incident will be considered individually and will balance the interests of an individual with those of the wider school community.

If drugs (excluding medicines) are found on the premises or surrendered by individuals the drugs should be secured by the member of staff finding them and the matter reported to the Academy Head who will inform the police and request them to remove the drug.

- Under no circumstances should any suspected drug be handed to anyone other than a police officer;
- Any substance should be placed in a sealed and secure container such as a plastic bag or envelope;
- The incident should be witnessed by at least two members of staff, a record kept of the date, time and description of the substance and circumstances;
- If the substance cannot be handed to the police immediately, it must be locked in a secure place and arrangements made with the police for the transfer;
- When resolving a drug related incident, the lead should be taken by the Academy Head or senior member of staff to resolve the incident.

Possible Signs and Symptoms of Drug Use in Students

- Changes to their usual routine
- Drowsiness
- Poor Judgement
- Slurred speech
- Poor attention span
- Memory problems
- Poor balance
- Trouble walking
- Blood shot eyes or dilated pupils
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Attempts or threatens suicide or runs away
- Begins to self-harm
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underperform at school
- Asks for money or starts stealing money (to pay for substances)
- Becomes aggressive, disruptive or unreasonable

- Loses appetite or has increased appetite
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems but substance use or misuse should be considered a possibility and should be investigated.

Parents

From time to time the school will arrange sessions in which information about illegal drugs and their use will be presented, as well as on tobacco and alcohol. The school's view is that parents/carers should be preventing their child's use of banned or illegal substances outside school. Further guidance for parents is available on the VLE.

Educational programme:

The school has a pro-active policy concerning the use of illegal drugs and substances, alcohol and tobacco. This is expressed in assemblies, VMG sessions, PSHCE and science lessons, citizenship lessons and 'Stop the Clock' entitlements. Harrogate High School has an excellent Vertical Mentor Group programme and 6th Form mentors who work with students to support, advise and prevent risk taking behaviour. Harrogate High School also delivers annual Healthy Living for Life activities, that involve all students taking part in health related workshops and trips.

Help

Healthy Child Team
 Early Help Service
 Just B
 Compass Reach
 Compass Buzz
 CAMHS
 Children's Social Care
 Smoking Cessation Programme
 Mentoring
 Relateen
www.drugline.org
www.talktofrank.com

Searching of students

- The Academy Head has designated specific staff to carry out a search of a student when there is valid suspicion of possessing a banned substance or item
- Searches are carried out by a teacher or staff member with lawful control or charge of a student.
- Written consent is not needed for a search to take place; verbal consent is required and witnessed.
- Searches will be carried out by a person of the same sex and witnessed by a member of staff of the same sex. In exceptional circumstances, these conditions can be waived.
- Out of school searches can only be carried out on trips or training events.
- Only outer clothing, lockers or bags can be searched.
- The school follows the DFE guidance on Searching, Screening and Confiscation, update January 2018.

Searching of electronic devices

- This can be undertaken if a member of staff thinks there is good reason.
- Good reason includes the belief by staff that the data has been or could be used to cause harm, disrupt teaching, break the school rules or for bullying.
- Staff undertaking searches will have received training to ensure consistency.
- Staff have the power to delete pornographic images. Extreme images will be reported to the Police.
- Any search to be logged though SIMS with details of the material deleted.
- Parents must be informed of any deletion of files.

Appendix 2

Harrogate High School Anti-Bullying Policy

Harrogate High School is committed to providing a caring, friendly and safe environment for both staff and students. To ensure full compliance with the Human Rights Act 1998, this policy will aim to identify what bullying is, why it is important to respond to bullying, the signs and symptoms of bullying, school procedures for dealing with bullying, outcomes, prevention and where victims of bullying and their parents/carers can find help.

Harrogate High School believes that “every child is unique, in characteristics, interests, abilities and needs, and every child has the ability to enjoy his or her rights without discrimination of any kind”. (Thomas Hammarberg, 1997).

For the purposes of this policy, The Human Rights Act 1998 states that everyone has the right to:

- freedom from degrading treatment
- the right to respect for private and family life
- freedom of thought, conscience and religion, and freedom to express your beliefs
- freedom of expression
- the right not to be discriminated against in respect of these rights
- the right to an education

Objectives of this policy

- All governors, teaching and non-teaching staff, students and parents/carers (all the school's stakeholders), should have an understanding of what bullying is
- The stakeholders should know what the school policy is on bullying and follow it when bullying is reported
- The stakeholders should know what they should do if bullying arises
 - The stakeholders must be supported if bullying is reported

What is Bullying?

Deliberate action or behaviour directed towards another person which may take many forms and can often occur over a long period of time. This can take place on school grounds and on the journey to and from school if identified by uniform or by facial features. Bullying is the use of any action that has the intent of causing pain and distress to the victim and can be any of the following:

- **Emotional** – being unfriendly, excluding, tormenting, blackmail, intimidation, humiliation, incitement of others to bullying behaviour or negative peer pressure
- **Physical** – pushing, kicking, hitting and punching or any use of violence, stealing of money or belongings, spitting, intimidation or direct or indirect threats
- **Racist or religious** – racial or religious taunts, graffiti or gestures
- **Homophobic, sexist, or sexual** – taunts, graffiti or gestures because of or focusing on the issue of sexuality, sexual orientation, gender, non conformity to typical gender norms
- **SEN or disability** – taunts, graffiti or gestures because of or focusing on the issue of SEN or disability
- **Verbal** – name calling, sarcasm, spreading rumours and lies, teasing e.g. about appearance, style of dress, medical condition, identity etc.
- **Cultural**- any bullying as a result of cultural identity
- **Cyber** – all areas of internet such as email and internet chat room or social networking misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities.

Types of bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything.

- **Peer on peer abuse:** There is no clear definition of what peer on peer abuse entails. However, it can be captured in a range of different definitions;
- **Domestic Abuse:** relates to young people aged 16 and 17 who experience physical, emotional, sexual and / or financial abuse, and coercive control in their intimate relationships;
- **Child Sexual Exploitation:** captures young people aged under-18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age - including another young person;

- **Harmful Sexual Behaviour:** refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours);
- **Serious Youth Crime / Violence:** reference to offences (as opposed to relationships / contexts) and captures all those of the most serious in nature including murder, rape and GBH between young people under-18
- **Bullying** another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Sexually
- Domestic
- Online (Cyber)
- **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Why is it important to respond to bullying?

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who bully need to learn different ways of behaving. The expectation is that anyone who knows that bullying is happening is expected to tell the staff. Staff are expected to respond promptly and effectively to issues of bullying which occur within the school and on the way to and from school. Dealing with bullying is a collective responsibility. Responding to bullying will support all students to raise achievement and participation in safe and positive environments, meet legal safeguarding obligations, eliminate discrimination and promote inclusivity, comply with legislation and uphold the fundamental human rights of children to be free from abuse.

Signs and Symptoms

Students may indicate they are being bullied by displaying signs of behaviour. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school or public bus
- changes their usual routine
- is unwilling to go to school (school refusing)
- begins to truant
- becomes withdrawn, anxious or lacking in confidence
- starts to stammer
- attempts or threatens suicide or runs away
- begins to self-harm
- cries themselves to sleep at night or has nightmares and feels ill in the morning
- begins to underperform at school
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexpected cuts or bruises
- comes home hungry (money/lunch possibly stolen)

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- loses appetite
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

Procedures

- Report bullying incidents to dedicated staff such as a Student Support Officer or Senior Leadership Team staff member;
- All incidents reported will be investigated by dedicated staff;
- In all cases, parents should be informed and will be asked to come in to school for a meeting to discuss the problem;
- If necessary and appropriate, police or other agencies will be consulted, including Children's Social Care
- The bullying behaviour or threats of bullying must be investigated;
- An attempt will be made to help the bully (bullies) change their behaviour through restorative justice.

The school's view is that parents/carers should be monitoring their child's use of the internet outside school. However, if school is made aware of serious abuse of a student or a member of staff on the internet, the school may take disciplinary action against the student and contact parents/carers of this action, even if the offence occurred outside school. The police and CEOP (Child exploitation and Online Protection Centre) may be involved if the cyber abuse is a civil matter and the victim decides to press charges.

Outcomes

- The bully (bullies) acknowledge the consequences of actions. Other consequences will take place.
- In serious cases or for persistent defiance of this policy, exclusion may be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- All incidents of bullying will be recorded on SIMS

Prevention

Harrogate High School will use a number of strategies to prevent bullying including addressing the issue through learning opportunities, lessons, assemblies, individual advice and guidance, dedicated anti-bullying email tellsomeone@harrogatehighschool.co.uk as well as appropriate sanctions, informing the local authority as required (racist/religious/homophobic etc) and logging incidents as they happen and following up incidents to ensure repeated bullying is not taking place. Harrogate High School has an excellent Vertical Mentor Group programme and 6th Form mentors who work with students to prevent or deal with bullying.

Help

tellsomeone@harrogatehighschool.co.uk www.bullying.co.uk

CEOP - 0870 000 3344 www.kidscape.org.uk

www.childline.org.uk or 0800 1111

North Yorkshire Safer Neighbourhood Team – 01423 531412

Appendix 3
Supportive strategies employed by Harrogate High School to support students

Student: Year: Date: SEN status: Other: (CLA/FSM/FORCES)

Year 6	Date offered	Taken up
SENCO / SSO visit		
SENCO 1:1 meeting with parent		
EMS involvement		
Prevention Team involvement		
Social Care involvement		
HHS SEN Transition Programme		
HHS Literacy and Numeracy Programme		
HHS 3 day Transition visits		
HHS summer Sports Camp		
Wave 1		
Use of rewards / sanctions		
Attendance Manager involvement		
Breakfast / Break / Lunch / IL clubs		
Just B referral for counselling		
Progress Room removals		
Travel training		
Report book		
Social stories		
IBP		
Inclusion / 6 th Form mentor		
Parent meetings logged and minutes taken		
Health Support Officer involvement		
Literacy Intervention		
Lexia		
Reading Intervention		
EAL support		
Lego Therapy		
Dyslexia Screening		
SEAL		
HHS Careers Adviser		
Wave 2		
Fixed Term exclusions with reintegration meetings		
Prevention referral		
PSP		
School Nurse referral		
Back on Track referral		
Social Care referral		
Compass referral		
Non-graduate tracking		
Personalised Learning Package - Inclusion		
SLT Mentor		

Fast Track implemented		
Informal Governors hearing from 8-14 days FTE's		
Agency referral – SEN / Medical		
Anger Management		
Active Engagement worker		
Wave 3		
Harrogate Collaborative referral		
Managed Move to another school		
CAMHS referral		
TGA placement		
Risk Assessment		
Educational Psychologist		
EHCP application		
15 days+ FTE formal Governors hearing		
FRASP		
Work Experience / Alternative Provision explored		
Consequences of behaviour referral - police		



Harrogate High School Pastoral Support Plan



Name of Student	Year Group
School Concern (should link to classroom/corridor rules where appropriate)	<u>School Support</u>
•	•
Student Action	Parental Support
Careers meeting notes (Make any requests to bashby@harrogatehighschool.co.uk)	
Date of initial PSP meeting	Time
Mid-term review	Time
Signed (student)	Signed (parent)
Signed (Student Support Officer)	Signed (SLT link)

Pastoral Support Plan Log		
Week 1 summary	Refer to what is going well along with setting targets based on concerns from lessons, lesson removals, defiance, and punctuality etc). <i>EXAMPLE: Well done, a superb first week, you have made big improvements in effort in lessons and you have been on time to every lesson- keep this up. You are wearing your uniform with pride and Mr Wilson has explained how well you are doing in PE.</i>	Tick below to confirm this info has been shared with parents
Weekly targets	1. No removals from lessons- last week you were removed from En p1/3 on Wednesday 2. Stop immediately when asked by a member of staff and respond politely 3. Work as a team in VMG to improve engagement	
Week 2 summary	Refer to what is going well along with setting targets based on concerns from lessons, lesson removals, defiance, and punctuality etc).	Tick below to confirm this info has been shared with parents
Weekly targets	1. 2. 3.	
Week 3 summary	Refer to what is going well along with setting targets based on concerns from lessons, lesson removals, defiance, and punctuality etc).	Tick below to confirm this info has been shared with parents
Weekly targets	1. 2. 3.	
Week 4 summary	Refer to what is going well along with setting targets based on concerns from lessons, lesson removals, defiance, and punctuality etc).	Tick below to confirm this info has been shared with parents
Weekly targets	1. 2. 3.	
Week 5 summary	Refer to what is going well along with setting targets based on concerns from lessons, lesson removals, defiance, and punctuality etc).	Tick below to confirm this info has been shared with parents
Weekly targets	1. 2. 3.	
Week 6 summary	Refer to what is going well along with setting targets based on concerns from lessons, lesson removals, defiance, and punctuality etc).	Tick below to confirm this info has been shared with parents
Weekly targets	1. 2. 3.	

First Response Action Plan

Date initiated with parent, SSO and SLT link:

Name:

Year Group:

VMG:

Attendance:

Exclusions:

C3's:

Student Support Officer:

SLT link:

Parent:

FRAP in place due to not meeting the targets on the PSP and/or not acceptable behaviour around school.

1. First Response to be called for every C3 received by ? – to be escorted to the Progress Room as appropriate – refusal could result in a potential exclusion
2. If caught out of bounds either during VMG, break, lunch or between lessons, to be escorted straight to the Progress Room– refusal to result in a potential exclusion
3. No re-arrangement of detentions or Progress Room Visits
4. No unplanned or unarranged discussions or meetings with Learning Manager, Attendance Officers during lesson time.
5. Weekly summary to parents from the Student Support Officer of any lessons that ? has been C3'd from or has walked out of.
6. This First Response Action Plan to be distributed to all Heads of Department, Teachers for that student, Senior Leadership Team, Student Support Officers, Attendance Officers, First Response staff, Reception and G21.

Contact Details:

Parent details:

Home number:

Email:

Additional Information

- Review date after 3 weeks with parents:

Since FRAP initiated: Attendance:

Exclusions:

C3's:

- Final review date after 6 weeks with parents:

Since FRAP review date: Attendance:

Exclusions:

C3's:

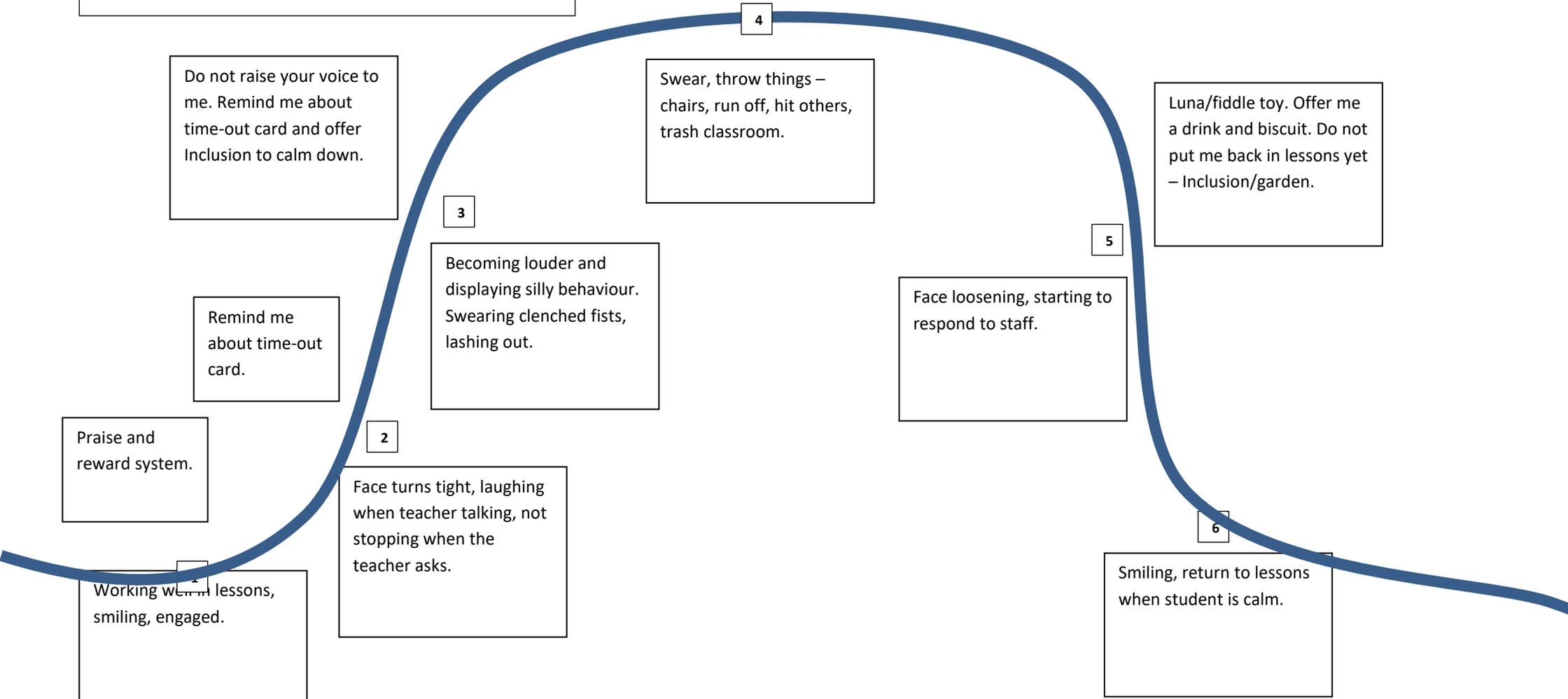
- Alternative provision discussed, where possible:

HHS Student Support Plan

Student Name:	Year Group:
Date Agreed:	
Mid review date (3 weeks later):	
Update: <i>e.g. adapt SSP, parent meeting, learning package</i>	
Review date (6 weeks later):	

Offer a quiet, safe space.
Do not block doorways.

- My Targets:**
- Do not rip up my book
 - Do not swear at the teachers
 - Listen to teachers and do what they say





Assessment for MANAGING HIGH - LEVEL challenging behaviours

Name of child/young person: _____ **Date of Birth:** _____ **Date of Assessment:** _____ **Date of Review:** _____
Information provided by: _____ **Risk Assessor(s):** _____

Identification of Risk	
Clear and detailed description of the high-level challenging behaviour.	
Who is affected by the behaviour (injured or harmed)?	
In which situations does the behaviour usually occur/not occur?	
What kinds of injuries or harm are likely to occur?	
What relevant records, reports or other documents are already in place? (eg IEP, PSP, lesson planning, General Risk Assessment, Health Care Plan, Statement of SEN).	

Risk Rating	Likelihood				
SEVERITY [S]					
5. Death/Disability					
4. Major Injury					
3. > 3 day Injury					
2. Minor Injury					
1. Property Damage					
LIKELIHOOD [L]					
5. Very Likely					
4. Likely					
3. Possible					
2. Unlikely					
1. Very Unlikely					

1	2	3	4	5
2	4	6	8	10
3	6	9	12	15
4	8	12	16	20
5	10	15	20	25

SCORE:

1 – 8 = LOW RISK

9 – 15 = MEDIUM RISK

16 – 25 = HIGH RISK

High-Level Challenging Behaviour	Degree of Risk										Risk Rating	
	Severity x Likelihood										SCORE	HML
	1	2	3	4	5	1	2	3	4	5		

Behaviour Management Plan

Interventions	Measures in place	Further measures (if required)	Level of Risk
Proactive interventions to prevent risk			
Reactive interventions to respond to adverse outcomes			

Communication of Risk Assessment and Behaviour Management Plan		
Shared with	Communication Method	Date actioned and by whom
All school staff		

Notes: As a result of the review an up-dated risk assessment should be completed and recorded.

Parents/carers should always be actively involved in the planning/monitoring and reviewing process.

Review of Risk Assessment and Behaviour Management Plan	
Any significant changes since last assessment? (Consideration needs to be given to the impact of measures on behaviour in the review)	I

CYP should always be actively involved. Their level of involvement should be judged by key staff, according to the CYP's age and social/emotional maturity.