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# **Harrogate High School Behaviour Policy (Praise, Rewards, Expectations & Consequences)**

**including illegal and banned substances/items policy, anti-bullying policy,  
home/school agreement and Sixth Form agreement and learning expectations**

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## **Vision 2016-17**

### *Learning first .....*

*We will work together to raise the achievement of all students, thereby improving their life chances.*

*We believe that high quality teaching, learning and leadership are fundamental to our success.*

*By 'embedding ambition' in our students we will enable our young people to lead a balanced life as adults, capable of contributing positively to their community.*

The Governing Body believes that in order to enable quality learning and teaching to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an actively inclusive, caring and positive learning environment in the school by:

- Promoting desired behaviour through all facets of school experience; through all learning experiences, all teaching Vertical Mentor Group programmes, modelling relationships between staff and students and providing links to the social and legal framework of the United Kingdom
- Ensuring that all students understand the difference between right and wrong and how these basic values are entrenched in the laws of this country
- Promoting self-esteem, self-management of discipline, proper regard for authority and positive relationships based on mutual respect between all members of this school
- Ensuring equality and fairness of treatment for all so that all students regard people of all faiths and cultures with respect and tolerance.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention in changing attitudes through a range of strategies
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures. Parents to understand that students are taught within the rule of English and civil and criminal law and support this ethos.
- Promoting a culture of praise and encouragement in which all students can achieve

## **Roles and Responsibilities**

- The Governing Body will establish, in consultation with the Executive Principal, 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 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 Executive Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Executive Principal 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 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 Executive Principal 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 Executive Principal via the SLT, 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.

## **Rewards and Sanctions**

A school ethos of positive modelling and encouragement is central to the promotion of desirable behaviour. The Quality Standard on Teaching and Learning is central to delivering high quality lessons which provide stimulating learning for all students through the five-part lesson plan, 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 are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is

valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this we inform parents regularly on their child's desired behaviour. The school uses a reward system, where we issue achievement points for a range of positive contributions to school life. Students are given opportunities to attend reward trips, as well as attend reward evenings.

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued, solution focused strategies (see Consequences on page 4) will have been actioned. These will include precise and strategic planning as to short, medium and long term actions, personalised intervention and the use of external agencies. Additional attention needs to be focused on the use of restraint in unusual circumstances. All students in need of Risk Assessments have to have these particular issues discussed with parents/carers and these to be shared with all staff to facilitate the health and safety of all students at this school.

Under exceptional circumstances, students needing restraint should have staff attending with restraint training and a member of SLT who supervises the actions taken using a team call.

A range of sanctions is clearly defined in the Consequences system 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 consequences process (see pages 8 and 9).

## **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. It seeks appropriate support from them to ensure that the needs of all students are met by planning with the interventions with-in 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 Executive Principal 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 Executive Principal, 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.

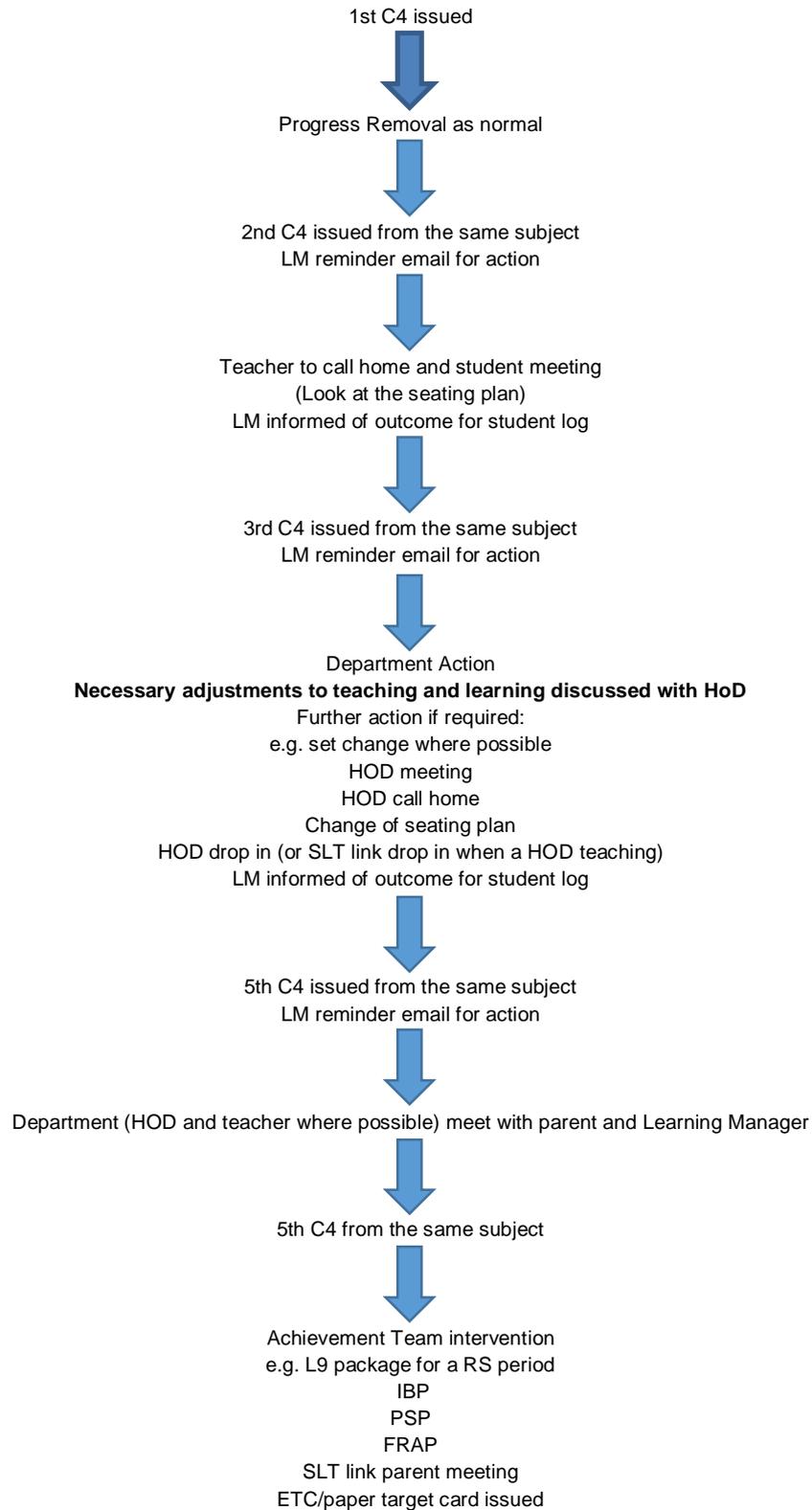
# THE CONSEQUENCES SYSTEM

Consequences is only part of positive behaviour management. Staff always plan for positive behaviour as part of effective teaching and learning. Staff have to use their classroom strategies to eliminate any negative behaviour. This includes effective differentiation to meet all student needs. This is fully explained in the **Teaching and Learning Quality Standard**.

	<b>Verbal warning for first misbehaviour</b>
	<i>Catch them being good</i>
<b>C1</b>	<b>Second misbehaviour – verbal warning. Student’s name and first tick goes on the Consequences Board.</b> <i>Catch them being good</i>
<b>C2</b>	<b>Third misbehaviour – verbal warning. Second tick goes on the Consequences Board.</b> <i>Catch them being good</i>
<b>C3</b>	<b>Fourth misbehaviour – final warning. Third tick goes on the Consequences Board.</b>
<b>C4</b>	<b>Fifth misbehaviour – Student sent to Progress Room with work and slip. Staff email Progress Room of details. The Progress Room member of staff receives student, manages their continued learning. All visits are entered onto database with HOD informed at end of day. Analysis sent to SLT and Achievement Team. Immediate discussion as to personalisation with Achievement Team if necessary. HOD discusses issues with staff and planning for next lesson. HOD monitors future visits and takes action in conjunction with Achievement Team. Parent informed at end of day of</b>
<b>C5</b>	<b>Sixth misbehaviour (i.e. misbehaviour in the Progress Room) – First Response called. Professional decision made in conjunction with Achievement Team as to next sanction. This could include a booked session in the Progress Room, or Learning Zone or a fixed term exclusion depending on previous strategies used.</b>

**First Response will be called to provide assistance if there is a serious one-off incident, e.g. a health & safety issue, foul and/or abusive language directed at a member of staff, or a student refusing to go to the Progress Room.**

## Progress Room Removal Flow Chart (termly)



## **Consequences of removal to The Progress Room;**

- 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 campus, then carefully planned personalised packages are organized. 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 behavior 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, Prevention team, or if appropriate a multi-agency meeting may be called. This is by parent's consent and a Common Assessment Framework (CAF) meeting will take place, usually in school, where the family is offered the relevant help to alleviate current issues.
- 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 Local Authority Special Education Needs (SEN) officer to request an Education, Health and Care Plan (EHCP). Evidence will be submitted to support the request that this student has SEN's and a 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 students exhibit repeated persistent defiance, parents will be invited to discuss the possible consequences of multiple fixed term exclusion. The tariff for repeated persistent defiance is;

### **Fixed Term Exclusion Tariff for Persistent Defiance**

<b>Instance</b>	<b>Exclusion</b>
First	1 Day
Second	1 Day
Third	1 Day
Fourth	2 Days
Fifth	2 Days
Governors Informal Hearing if deemed appropriate	
Sixth	2 Days
Seventh	3 Days
Eighth	3 Days
15 Days – Governors Formal Hearing	
Ninth	4 Days
Tenth	4 Days
Eleventh	4 Days
Twelfth	5 Days
Thirteenth	5 Days
Fourteenth	5 Days
42 – Days in Total	

## **Student Support Strategies – Harrogate High School**

**STEP 1** - Prior to an IBP, the following strategies will have been tried:

Use of sanctions and rewards – Achievement points, progress room removals, break and lunchtime detentions

Breakfast, break, lunch and IL club

LM drop ins and staff feedback

Target card – electronic or card to LM

Parents informed of concerns

**STEP 2** -Individual Behaviour Plan (3 SMART targets) X 3 WEEKS (LM, STUDENT AND PARENT)



**STEP 3** - Prior to a PSP, the following strategies will have been tried:

All of the above

Failed to meet the 3 SMART targets on IBP

L9/6<sup>th</sup> form mentor

Parent informed

Tracking via the Achievement Team weekly meeting

Attendance Manager/Health Support involvement if necessary

SENCO to assess for any intervention needed

Use of the Progress Room for half/full days

Use of L9 where applicable

Student and lesson added to hotspot timetable if applicable

**STEP 4** -Pastoral Support Plan X 3 WEEKS (LM, STUDENT, PARENT AND SWI)



**STEP 5** -Prior to a 1<sup>st</sup> Response Action Plan, the following strategies will have been tried:

As above plus

SLT mentor

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Fast Track if applicable

Anger Management

Agency referrals

Fixed term exclusions if applicable

Risk assessment

Parent informed

Department action from relevant subjects

**STEP 6** -1<sup>ST</sup> RESPONSE ACTION PLAN (LM, SUDENT, PARENT AND EITHER RIW OR CCL)



**STEP 7** -If a student does not improve his/her behaviour whilst on a 1<sup>st</sup> Response action plan, the following strategies should be tried prior to step 8:

AS above plus

EHCP to be explored if applicable

Educational Psychologist if applicable

Alternative provision explored/work experience if applicable

Consequences of behaviour referral – Harrogate Police

Personalised Learning Package

**STEP 8** -COLLABORATIVE REQUEST (SWI) – MM OR TGA/ INFORMAL GOVERNORS HEARING (LM, SWI AND EITHER RIW OR CCL)

## **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
- Alcohol
- 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
- Stolen items
- Fireworks
- Pornographic images
- Any item banned by the school
- Any article that a member of staff reasonably suspects or is likely
  - To commit an offence
  - 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. High Energy drinks, large bags of crisps, packets of biscuits or sweets.

### **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 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 knives or other offensive weapons 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 object including pocket knives, craft knives, scissors etc. Explosive, including fireworks, aerosol spray, lighter, matches. 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 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, 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 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 or tobacco, 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 organized by the school
- whenever he/she is identifiable as a member of the school

Students found smoking or in possession of cigarettes, e-cigarettes or tobacco can expect their parents to be informed and an appropriate punishment administered. All tobacco products and paraphernalia 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. 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 behaviour
- 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 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 Executive Principal. 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 Executive Principal'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 Executive Principal 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 Executive Principal or senior member of staff to resolve the incident.

### **Possible Signs and Symptoms of Drug Use in students**

- Changes 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 periods, science, RE and Stop the Clock entitlements. Student Voice will support students through the Peer Listening and Peer Mentoring Programmes. Harrogate High School has an excellent Vertical Mentor Group programme and 6<sup>th</sup> Form mentors who work with students to support, advise and prevent risk taking behavior. Harrogate High School also delivers annual Healthy Living for Life activities, that involves all students taking part in health related workshops and trips.

## Help

School Health – Jan Berry  
Prevention Services  
Just B Compass  
Smoking Cessation Programme  
Mentoring  
Relyteen  
[www.drugline.org](http://www.drugline.org)  
[www.talktofrank.com](http://www.talktofrank.com)

## Searching of students

- The Executive Principal 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
- Staff designated with the power to search a student will have training to do so.
- 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.

## 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 through SIMS with details of the material deleted
- Parents must be informed of any deletion of files.

## 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 1988, 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 1988 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.

## **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 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 the Achievement Team
- All incidents reported will be recorded 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
- 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 becomes 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](mailto:tellsomeone@harrogatehighschool.co.uk) as well as appropriate sanctions, informing the local authority as required (racist/religious) 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 6<sup>th</sup> Form mentors who work with students to prevent or deal with bullying.

### **Help**

[tellsomeone@harrogatehighschool.co.uk](mailto:tellsomeone@harrogatehighschool.co.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

CEOP - 0870 000 3344

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.childline.org.uk](http://www.childline.org.uk) or 0800 1111

North Yorkshire Safer Neighbourhood Team – 01423 531412

# Home-School Agreement

## Harrogate High School's Vision Statement

We aim to provide a positive learning environment that puts the needs of our students first. Your child will be provided with opportunities to:

- become a confident learner through the development of the following learning attributes: independent and reflective learner, creative thinker and team worker;
- develop their full potential;
- learn to respect the rights and beliefs of others.

## Student's responsibilities

We expect you to:

- attend school regularly and to be punctual to school, VMG and lessons;
- wear the correct uniform and PE kit (unless exempt on religious grounds);
- be organised and prepared for your learning by bringing all necessary equipment;
- respect the rules and behaviour policy of the school at all times;
- show respect to yourself and other students, staff and people in the wider community;
- value other people and their property;
- show consideration for others by moving around the school in a quiet and orderly manner;
- remain in allocated social areas during break and lunchtimes;
- complete all assigned independent learning (homework) on time and to the best of your abilities;
- show a positive attitude to learning in order to meet and exceed your potential;
- tell a teacher if you are worried about any aspect of your schooling.

## Parent's/Carer's responsibilities

To support the school by ensuring:

- your child attends school regularly and is punctual to school, VMG and lessons;
- your child wears the correct uniform and PE kit;
- your child is prepared for their learning e.g. correct equipment;
- the good behaviour of your child;
- that independent learning (homework) assigned to your child is completed on time;
- you take interest in your child's independent learning (homework) and assist them to ensure the best of their ability;
- you inform the school of any change in your child's circumstances or if they have any concerns regarding any aspect of their schooling;
- you endeavour to support the school and your child, by participating in any meetings that the school requests you to attend.

## Harrogate High School's responsibilities

We will:

- provide a safe, inclusive and accessible learning environment;
- provide a full and balanced curriculum, appropriate to the needs of every student;
- provide regular and challenging independent learning (homework);
- expect high standards, good behaviour and mutual respect;
- reward good behaviour and excellence;
- record and discipline poor behaviour and lack of progress;
- provide extracurricular activities to develop the broader skills that will assist the development of students;
- respect the rights and needs of all staff, parents and students;
- endeavour to provide all necessary information regarding the policies and activities of the school and its students;
- always place great importance on your child's well-being and may, in rare circumstances, seek additional support from an agency, should we feel necessary.

Review date: October 2017

## Home-School Agreement Parental Declaration

I \_\_\_\_\_ have read and understood the terms of this agreement and will undertake all reasonable measures to ensure that myself and my son/daughter abide by its contents and contribute to the vision of Harrogate High School.

Signed by:

Parent/Carer:	Date:
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## Home-School Agreement Student Declaration

I \_\_\_\_\_ have read and understood why the Home-School Agreement is important and I agree to follow the school rules and behave in a way which reflects the vision of Harrogate High School.

Signed by:

Student:	Date:
VMG Tutor:	Date:



# **HARROGATE HIGH SCHOOL**

## **SIXTH FORM AGREEMENT AND LEARNING EXPECTATIONS**

**2016 – 2017**

NAME: \_\_\_\_\_

VMG: \_\_\_\_\_

# Welcome to the Harrogate High School Sixth Form.

## **The Learning Agreement:**

It is important that students and parents/carers have a clear understanding of what students may expect from our Sixth Form and what will be expected from Sixth Formers as the senior students of the school. This Learning Agreement outlines those expectations.

## **Learner Entitlement:**

The Sixth Form will endeavour to deliver learning opportunities for students which will:

- Enable you to achieve your full academic potential.
- Provide a range of courses to prepare you for further study, training or employment, whatever your starting point.
- Take place in a safe, accessible, caring and supportive environment.
- Be delivered by suitably qualified staff, using appropriate resources and facilities, through five- part lesson plans.
- Involve a guidance teacher who will meet with you regularly to monitor and guide you through your time in the Sixth Form.
- Provide you with Raising Stars reports.
- Provide the opportunity for your parents/carers to come into school to discuss your progress.
- Support you in developing appropriate study skills and overcoming barriers which might get in the way of your learning.
- Provide you with careers information and support for higher education, employment and other post-Sixth Form options.
- Encourage you to take an active part in a range of enrichment and volunteering activities.

## **Learning Expectations:**

Students within the Sixth Form are considered young adults who are expected to model exemplary behaviour for students in younger years. As such, they are considered to be able to make informed choices about their conduct. Generally you will be given more freedom and privileges in the Sixth Form. However, these carry responsibilities. As a student in our Sixth Form you will be expected to:

- Adhere to the Sixth Form Dress Code
- Participate in a mature and responsible manner in all your courses.
- Attend, and arrive punctually to, all timetabled lessons including VMG and Guidance lessons.
- Take responsibility for your own learning with the support of your subject teachers and VMG tutor.
- Complete all work by the deadline set.
- Give priority to school work and Independent Learning.
- Make effective use of study time, whether it is in school, or you decide to study at home.
- Respect the Sixth Form and wider school facilities and resources.
- Conduct yourself in a manner appropriate to the most senior students in the school, respecting the individual rights of all members of the school community.
- Not to smoke on or near to the school campus.
- Take part in the range of enrichment activities offered in the Sixth Form.
- Accept that you may be required to leave the Sixth Form if the Learning Expectations are not met.

## **The Sixth Form Learning Manager will monitor your progress through Raising Stars**

### **Students achieving positively will:**

- ✓ Have excellent Raising Stars data. **E1 & E2** effort grades.
- ✓ Achieve their targets
- ✓ Attend all lessons punctually, including VMG & Guidance.
- ✓ Have an outstanding attitude towards study.
- ✓ Make productive use of private study periods
- ✓ Abide by the Sixth Form dress code

### **Students causing concern through Raising Stars, or at any time:**

#### **Sixth Form Sanctions:**

##### **Stage 1 - Meet subject teacher:**

You will be asked to meet your subject teacher after school for a learning conversation. Failure to attend a meeting of this kind will be treated very seriously and the Learning Manager will be notified immediately.

##### **Stage 2 - Formal Verbal Warning:**

You will attend a meeting with your Learning Manager, where strategies for improvement will be discussed and put in writing, such as: an amended timetable, electronic target card, evidence book, or the loss of flexi periods. Your parents or carer will be contacted by your Learning Manager to inform them about this meeting.

##### **Stage 3 - Formal Written Warning:**

At this stage, you enter a formal disciplinary procedure. Your parents or carer will be invited to attend a meeting with your Learning Manager, the Head of Sixth Form and the Head of Academy. A written warning will be handed to your parents or carer that advises them of the formal disciplinary procedure and the consequences of further misbehaviour. This meeting must result in a resolution on the student's behalf. This should be written up and signed by the student and the Head of Sixth Form. Copies of the letter and resolution will be kept in your permanent record.

##### **Stage 4: Permanent Exclusion:**

Failure to amend your effort or behaviour will be considered as a clear refusal to observe the terms of the Sixth Form Learning Agreement and, as such, refusal to accept the terms regarding on-going membership of the Sixth Form. At this stage, students and your parents or carer will meet with the Head of Sixth Form, Learning Manager, Careers Adviser and the Head of Academy to discuss arrangements for moving to another school, college or an apprenticeship.

**Any action of a serious nature, including disrespect to staff, destruction of school property, use of banned substances or items, dangerous driving or actions that bring the school into disrepute in the wider community will be automatically dealt with at this level.**

# Learning Expectations and Agreement

2016 – 2017

Signature of student: \_\_\_\_\_

Student Name (please print): \_\_\_\_\_

VMG: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of (Parent/Carer): \_\_\_\_\_

Signature of Learning Manager: \_\_\_\_\_

Signature of Head of Sixth Form: \_\_\_\_\_

## Sixth Form Student Vision

- *I will be an outstanding learner, with a resilient attitude and an ethos of independence.*
- *I will make a positive contribution to my school community, act as a role model to others and take on a position of leadership.*
- *I will aspire to succeed in the world of work, or further study, by equipping myself with the skills required by future employers or further education providers.*

**Strategies employed by Harrogate High School to support students**

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

<b>Year 6</b>	<b>Date offered</b>	<b>Taken up</b>
SENCO / LM 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		
<b>Wave 1</b>		
Use of rewards / sanctions		
Attendance Manager involvement		
Breakfast / Break / Lunch / IL clubs		
Just B referral for counselling		
Progress Room removals		
Electronic / paper target card		
IBP		
L9 / 6 <sup>th</sup> 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		
<b>Wave 2</b>		
Fixed Term exclusions		
Prevention referral		
PSP		
School Nurse 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 / Relateen		
Anger Management		
Thirsk Clock referral		
<b>Wave 3</b>		
Harrogate Collaborative referral		

Managed Move to another school		
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		