



Harmful and Abusive Behaviour Policy

This is the school plan which informs this policy:

1: Supporting Education

	Aim	Lead CR+	Gov committee
1	To improve GCSE results to 0 or above	AT	Curriculum
2	To maintain ALPS 2	JCB	Curriculum
3	To improve attendance to 96% and lateness to 2.5%	AT	Inclusion
4	To improve student behaviour further	AT	Inclusion
5	To recruit, retain and train the best quality staff	JCB	Inclusion
6	To include every child in our comprehensive school	AT	Inclusion
7	To maintain a broad and balanced curriculum	JCB	Curriculum
8	To base our curriculum on <i>powerful knowledge</i>	JCB	Curriculum

2: Supporting understanding

9	To adapt teaching so all learners make good progress	JCB	Curriculum
10	To improve engagement in independent learning	JCB	Curriculum
11	To offer top-quality guidance education	AT	Inclusion
12	To maintain outstanding personal development & welfare	AT	Inclusion
13	To engage all parents and carers in children's learning	AT	Inclusion
14	Using our community so children see a range of futures	AT	Inclusion

3: Supporting change

15	To embed Tallis Habits in all our teaching and learning	JCB	Curriculum
16	To embed Tallis Character in all our interactions	AT	Inclusion
17	To reduce teacher workload	JCB	Curriculum
18	To ensure equality and diversity in all our activities	AT	Inclusion
19	To improve boys' achievement	AT	Inclusion
20	To encourage positive use of electronic devices	JCB	Curriculum
21	To model and encourage sustainability	CC	Resources

Ashley Tomlin November 2019
Governors Committee: Inclusion
Approved : November 2019
Review Date; November 2020

Principles and Practice

At Tallis we support the UN Convention on the Rights of the Child. We believe that every Tallis student has the right to feel safe and know they are cared for within our school community. Every student has the right to be valued as an individual and respected for their given and chosen identities.

This belief is underpinned by the promotion and development of Tallis Character throughout the curriculum. This policy sets out to define what we consider to be Harmful and Abusive Behaviours, their impacts on individuals and the community, as well as the modes by which it may be perpetrated. The policy also identifies how we endeavour to respond to both the needs of victims and perpetrators of Harmful and Abusive Behaviours

**KEEP SAFE
FEEL HAPPY
BE YOURSELF**

**OPTIMISTIC
HONEST
KIND
FAIR
RESPECTFUL**

Feeling sad or worried? Concerned about a friend?

- *Alert a member of staff*
- *Speak to your tutor or Head of Year*
- *Contact Childline 0800 1111*
- *In an emergency telephone 999*

At Tallis we support the *United Nations Convention on the Rights of the Child* which protects and promotes your rights to survive and thrive, to learn and grow and to make your voices heard.

LOOK AFTER EACH OTHER

What are Harmful and Abusive Behaviours?

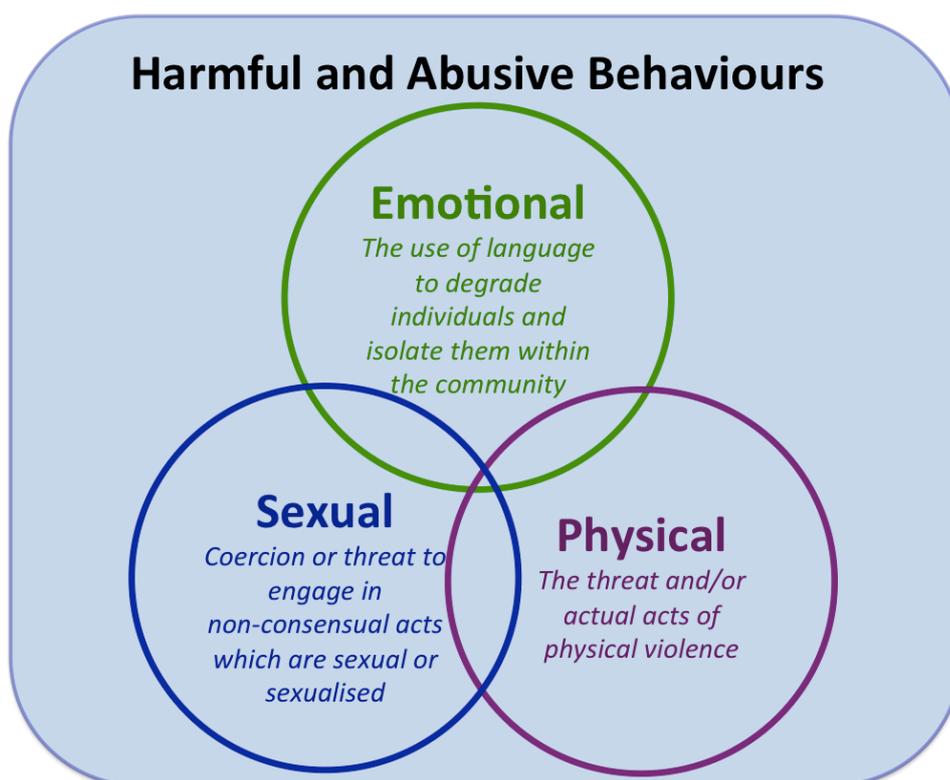
Behaviours are harmful when they have a detrimental impact upon the physical safety or mental well-being of an individual. Emotional impacts are very significant given the very strong correlation between the debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviours to students' well-being and outcomes requires them to be viewed within the school safeguarding structures. As such every member of staff who suspects that an incidence of harmful and abusive behaviour has taken place has a duty to report it to their line manager and where appropriate refer it to our Designated Safeguarding Person – Fran Kamei.

Behaviours are abusive when they are perpetrated by a person[s] who is able to exert power and control over an individual. These are non-consensual experiences involving acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority which enables the behaviour to continue. The root of this actual or perceived power is primarily grounded in discriminatory and prejudicial views which purport to justify abusive actions. This may relate to; misogyny, homophobia, racism, disability, gender identity and body image. Upskirting is now a form of peer on peer abuse and is a criminal offence.

The definition of upskirting: is typically when a photograph is taken under a persons clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Historically some 'lower-level' harmful and abusive behaviour has been categorised as 'Bullying'. This is an unhelpful label, because as it minimises the nature and impact of some behaviours it inadvertently engenders a culture of acceptance. As well as harm to individuals abusive behaviours perpetrate significant harm in the communities which host them. When any incident of harmful and abusive behaviour goes unchallenged or unseen it sends a message about the unequal value afforded some members of the community. This creates a culture which enables further harmful and abusive behaviour.

Harmful and abusive behaviours may be perpetrated in a number of forms which are not mutually exclusive. All forms of harmful and abusive behaviour maybe be perpetrated in person or online.



This is how we will respond to Harmful and Abusive Behaviour

At Tallis we consider it essential to respond to both the perpetrator and the victim in cases of harmful and abusive behaviour. As well as addressing individual incidents there is whole school community responsibility to challenge all forms of discrimination and prejudice in equal measure. This affords protection to all and removes platforms for power and control which some might seek to exploit

Response to the Perpetrator

- Sanctions – Employ clearly identified sanctions in accordance with our behaviour policy to publicly acknowledge acts of H&AB as unacceptable and demonstrate that they will not be tolerated within the community. Share concerns and sanctions with parents and carers
- Interventions - Referral of perpetrators to appropriate interventions which will assess the risk posed by individuals, educate them as to the harm they have caused and reframe the abusive nature of their relationships with peers.
- Legal implications - Acts of H&AB may be referred to our Safer Schools Officer where they break the law either by virtue of the harm they have caused or the discrimination or prejudice they reflect.
- Restorative justice meeting - with the victim to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

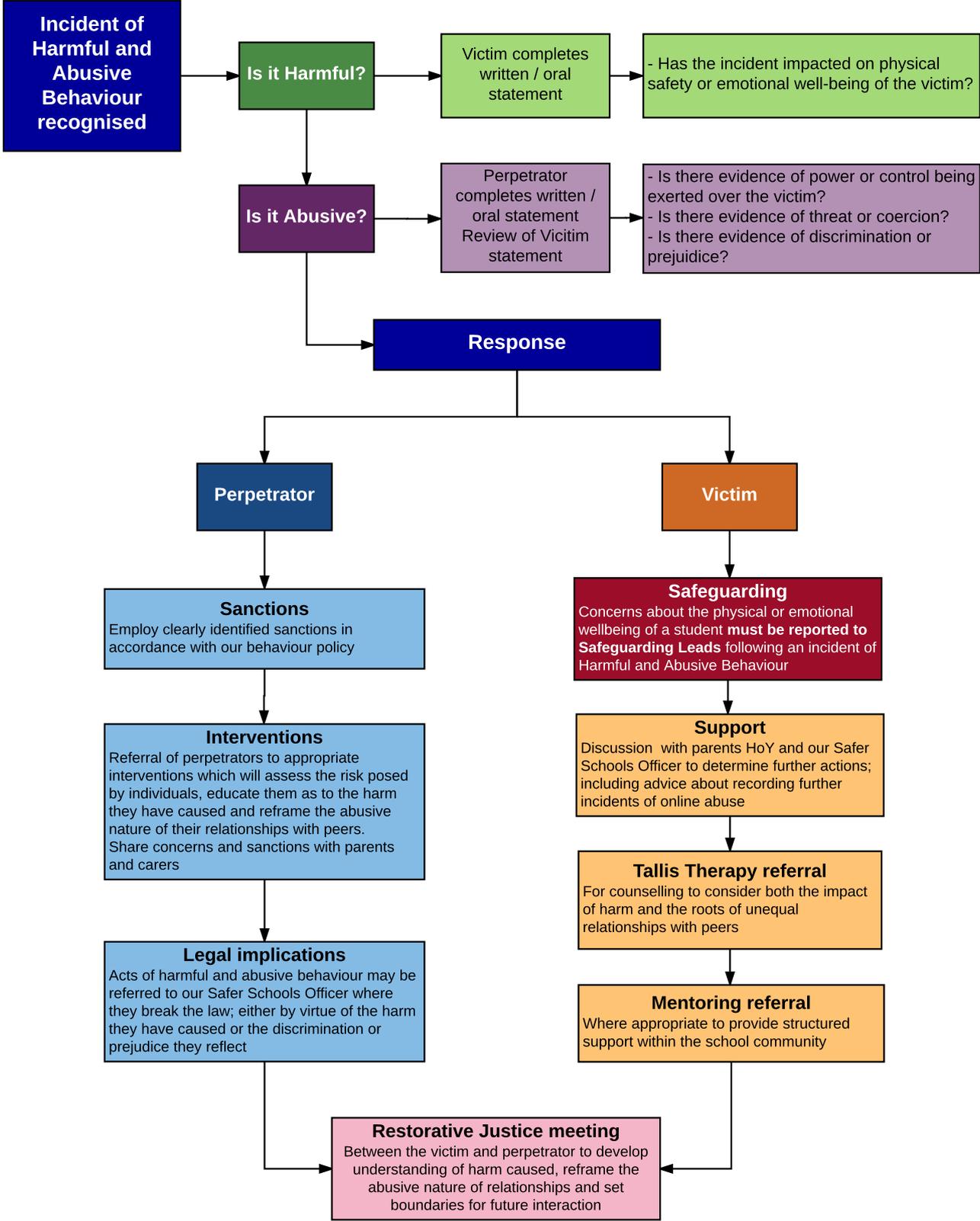
Response to the Victim

- Safeguarding - Concerns about the physical or emotional wellbeing of a student following an incident of Harmful and Abusive Behaviour must be reported to Tallis Safeguarding Leads
- Support - Discussion with parents, HoY and our Safer Schools Officer to determine further actions, including advice about recording further incidents of online abuse
- Tallis Therapy referral - for counselling to consider both the impact of harm and the roots of unequal relationships with peers
- Mentoring referral – A mentoring referral may be made where appropriate to provide structured peer or adult support within the school community
- Restorative justice meeting - with the perpetrator to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

Although some of these responses are managed by specific staff, we would expect every member of staff to be able to identify incidents harmful and abusive behaviour. Where appropriate it is essential that all staff can help students to recognise the harm they have caused and understand how they have participated in an abusive activity.

The flow diagram below offers a guide to staff responding to an incident of harmful or abusive behaviour.

Responding to Harmful and Abusive Behaviour at Tallis



Incident of Harmful and Abusive Behaviour recognised

Is it Harmful?

Victim completes written / oral statement

- Has the incident impacted on physical safety or emotional well-being of the victim?

Is it Abusive?

Perpetrator completes written / oral statement
Review of Victim statement

- Is there evidence of power or control being exerted over the victim?
- Is there evidence of threat or coercion?
- Is there evidence of discrimination or prejudice?

Response

Perpetrator

Victim

Sanctions
Employ clearly identified sanctions in accordance with our behaviour policy

Safeguarding
Concerns about the physical or emotional wellbeing of a student **must be reported to Safeguarding Leads** following an incident of Harmful and Abusive Behaviour

Interventions
Referral of perpetrators to appropriate interventions which will assess the risk posed by individuals, educate them as to the harm they have caused and reframe the abusive nature of their relationships with peers. Share concerns and sanctions with parents and carers

Support
Discussion with parents HoY and our Safer Schools Officer to determine further actions; including advice about recording further incidents of online abuse

Legal implications
Acts of harmful and abusive behaviour may be referred to our Safer Schools Officer where they break the law; either by virtue of the harm they have caused or the discrimination or prejudice they reflect

Tallis Therapy referral
For counselling to consider both the impact of harm and the roots of unequal relationships with peers

Mentoring referral
Where appropriate to provide structured support within the school community

Restorative Justice meeting
Between the victim and perpetrator to develop understanding of harm caused, reframe the abusive nature of relationships and set boundaries for future interaction

Responding to Online Harmful and Abusive Behaviour

Guidance for Parents and Students

In the event that your child receives a harmful and abusive online message or posting

1. Do NOT Respond

Your response will be viewed as retaliatory and provocative. This will complicate any subsequent investigation.

Your response gives the abuse credibility. You are being controlled by the person who posted or sent a harmful message

2. Take screen shots or recordings of any harmful messages you receive

3. Bring these images or recordings to your Head of Year immediately.

Tallis Response to Online Abuse

When you bring us evidence or reports of Harmful and Abusive online messages we will;

1. Review the message or images and take a statement from you

2. Isolate the students involved and take statements from them.

3. Identify and Record where harmful and abusive behaviour has been perpetrated.

4. Put in place appropriate sanctions for the perpetrators

Loss of Social Time, Internal or External Exclusions and Removal of students phones whilst on the school site.

5. Have our School Police Officer Review the evidence [where appropriate they will interview the students involved]

6. Arrange for a Restorative meeting to take place This will require the students to agree behaviour contracts.

