



PUDSEY GRAMMAR SCHOOL

EST.1905

Behaviour Policy

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff, visitors and volunteers to share this commitment.

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The Ethos and Values of Our School

Pudsey Grammar School is a truly inspirational and caring community of learning where everyone within it is developed and supported to achieve their very best. Our students leave with great resilience, wide ranging knowledge, and an excellent set of skills which allows them to lead a happy and fulfilling life. A culture of excellence across the entire school captivates students and results in them exceeding the high expectations which the school has embedded in previous years.

Our Values:

Respect

We show respect for ourselves, others and for people who are different from us. We show respect for the building, our local and wider environments. We are mutually respectful, treating others the way we want to be treated.

Resilience

We have a clear self-belief, determination and understand that making mistakes is a key part of learning. We know that the more effort we put in, the better we will become.

Integrity

We are trustworthy and honest, true to our word, and take responsibility for our actions.

Compassion

We care and are considerate towards others. We value kindness, empathy and understanding and have a strong desire to make the world a better place.

Ambition

We value educational achievement, have high expectations of ourselves and aim to be the best person we can. No matter how good we are, we always strive for improvement.

We want to create a positive climate for learning in our school. The school is committed to valuing all members of its community equally and achieves this by promoting an atmosphere of mutual respect. The school believes that all students are entitled to a broad and balanced curriculum and aims to provide a rich school experience which will enable them to achieve their best and lay the foundation for confident, tolerant, active citizenship in our changing world.

This policy outlines the standards of behaviour the school expects of its students. As is the case with all of the school's other policies, this policy is intended to support the aims of the school and promote a culture where students can realise their true potential.

The School's Moral Code

Our moral code is based on the principle that we value every member of the school community. Learning and teaching are our core activities. As a result, we insist on a constructive partnership between staff, students and parents in which all parties can expect courtesy and respect. Bullying, sexism, sexual harassment, extremist or racist behaviour are not tolerated. We actively promote awareness of these issues through the curriculum, Personal, Social, Health and Citizenship Education lessons and our strong Student Support system. Most importantly, we give students advice on the strategies to counter these issues and also give them an excellent grounding in the core values which will allow them to make a valuable contribution to society.

We are firm in tackling any behaviour which we consider anti-social or inconsiderate.

Expected Standards of Caring for People

We expect all students to respect the feelings of others and to treat everyone as they would like to be treated. This not only includes other students and teaching staff but **all** staff within the school, visitors, parents and carers.

We expect that students:

- wear Pudsey Grammar full school uniform as detailed in the policy, current school planner and/or any reasonable amendments made in-year which have been communicated through school letters, texts or on our school website.
- bring the correct equipment as detailed in the policy, current school planner and/or any reasonable amendments made in-year which have been communicated through school letters, texts or on our school website.
- should not shout or verbally abuse anyone but speak calmly and courteously.
- do as they are asked without argument.
- speak to their form tutor, year leader or subject teacher in order to help resolve problems.
- find a compromise and solutions rather than conflict.
- listen to the views of others (as long as they are not of a prejudiced nature) and accept their right to hold those views.
- respect the rights of others to be different.
- to move around the school in an orderly and safe manner.
- show respect for others and take pride in their work.
- will represent themselves in the community as responsible citizens and not bring the school into disrepute.

We expect that staff will:

- Be responsible for ensuring a prompt start to lessons.
- Be good role models for students and peers.
- Encourage students to show respect for members of the community and the environment.
- Work to develop positive relationships with students by modelling calm behaviour.
- Speak politely and calmly and respect everyone's personal space.
- Treat all members of the community equally and fairly and consistently.
- Where appropriate, challenge behaviour that does not meet the high standards expected in this policy.

We expect that parents and carers will:

- Be good role models for all other members of the community.
- Ensure their child attends regularly and arrives on time.

- Encourage students to show respect for members of the community and the environment.
- Ensure students wear the agreed school uniform and bring correct equipment.
- Support the school in modelling polite, calm and orderly behaviour.
- Work in partnership with school staff to ensure that their child is able to achieve to the best of their ability.
- Support the school's sanctions.

Caring for the building and environment

We expect that all students will:

- respect the school building and property
- use the bins provided for litter
- not graffiti anywhere
- not deliberately damage any school property
- not misuse furniture

Students will be expected to contribute to the cost of any deliberate damage which occurs to school buildings or equipment.

Dealing with disruption to teaching and learning

If tolerated in a classroom, low level disruption can seriously undermine a teacher's ability to teach and students' ability to learn and so it needs to be dealt with very quickly. The following system is designed to allow teaching and learning to flow smoothly and ensure that students are focussed on the work they are tackling. Teaching staff will use this system to tackle any disruptive behaviour in lessons.

We define low level disruption as any minor behaviour (such as talking whilst the teacher is teaching) which detracts from the teacher to be able to teach efficiently and for all students to be able to concentrate on the learning. If a student engages in low level disruption, the teacher response will be:

1. The student will be given one verbal warning.

This will be made clear to the student by the teacher saying "This is a verbal warning for...".

At this point the teacher may use a range of other strategies to support the student to improve his/her behaviour. This could include:

- Checking they understand the work and/or providing additional support
- Moving them within the classroom to sit in a different place

If student's behaviour continues to cause concern, the teacher will request 'On Call' support. In most cases, this will result in the student being removed to another classroom (usually the head of department), which will be logged on Classcharts. A 35 minute after school detention will be set.

Teachers may warn, remind or prompt students before a formal warning is issued but this is at their discretion.

2. Staff 'on-call' will remove the student to another classroom. This will be the Subject Leader or Assistant Subject Leader's classroom if possible. At the end of the lesson the Subject Leader/Assistant Subject Leader will ensure that the

student apologises to the member of staff, so that they can start the next lesson positively with restored good relationships.

Following removal from a lesson, a detention will be set (see p11/12). Classcharts will inform parents/carers if this is the case.

Please note, there are some instances where it is necessary for a teacher to remove a student from a lesson without receiving a verbal warning. This would be for cases of more highly disruptive behaviour such as persistent defiance (ie refusing to sit in the correct chair), arguing, or verbal/physical abuse.

3. Challenging student passivity

It is expected that students work hard across the whole lesson. If students are persistently passive (for example, working very slowly or putting their head on the table) teachers **can issue a verbal warning**. If there isn't suitable improvement in the quantity/quality of the student's work, the student should be given a 35 minute detention. **This will be logged as inadequate work.**

The Isolation Room

If a student refuses to enter the removal classroom, or causes disruption in the withdrawal class, they will be taken to the External Isolation room until 3.45pm. In addition, a student can be sent to the Isolation Room if their behaviour is of the nature described below in the 'Exclusions' section (see p10).

The External Isolation Room is supervised by the Student Support Team, Middle Leaders and members of the Senior Leadership Team. **Any student who is in the External Isolation Room will finish school at 3.45 pm on that day** (unless it is for a uniform issue, when they will leave at normal time). Classcharts / Parent Mail and/or the Student Support team will inform parents/carers that their child is in the External Isolation room.

Expectations in the External Isolation Room

- Students must switch off and hand in their mobile phone to the supervising staff.
- Students are expected to work in silence throughout the day.
- Students sit where directed and must not distract others.
- Students must complete the work set.
- Students are given access to water and are able to order a sandwich and drink from the canteen. Alternatively, they may also bring their own packed lunch (cold food only).
- Two breaks will be provided (mid-morning and lunch), when students may eat, drink and take a break from work (they must remain in silence).
- Students will be given access to a chromebook where they can complete tasks assigned by departments. Students earn the right to the chromebook by completing some book based work initially.

Disruption in the External Isolation Room

If a student disrupts the External Isolation room the student will be given two warnings: a Verbal Warning and a Second Verbal Warning. If they continue to disrupt the room, Parents/Carers will be telephoned and asked to speak to their son/daughter to reinforce the need to behave appropriately. At this point, it will be made clear to the student and parent that continued poor behaviour will result in a fixed term exclusion. If this is the case, Parents/Carers will be contacted and asked to collect their son or daughter.

After a student has been excluded, parents/carers will need to accompany their son/daughter to a re-integration meeting with the Principal/Deputy Principal. Following their readmission to school the student will need to complete their original sanction in the External Isolation Room, before returning to their normal timetabled lessons.

In some cases a sanction will involve a student spending a period of time in isolation at a neighbouring school.

Mobile phones/other mobile devices

- Phones and other mobile devices must be **turned off and out of sight** during all lessons.
- If a phone is either used, out on display or disrupts the lessons in any way, it will be confiscated by the teacher. The phone or other mobile devices will be taken to the relevant Year Office for the duration of the school day to be collected by a parent/carer at the end of the school day. Mobile phone misuse is logged on Classcharts.
- If the student refuses to hand over their phone to the member of staff, a member of the Pastoral Team will be called. If the student hands over the phone, she/he will be allowed to remain in the class with a strong reprimand from the member of pastoral staff.
- If the student refuses to hand over their phone to the pastoral member of staff, she/he will be taken to Isolation until 3.45pm. If the phone is still not handed over in Isolation, the parent/carer will be contacted. If the student continues to refuse to hand over the phone they may be excluded.
- If a student is out of lesson for any reason, such as to go to the toilet for a medical reason or in exceptional circumstances, and he/she is seen using their phone or other electronic devices, the same rules would apply as in the classroom (confiscate if seen being used during lesson time).
- Ear pieces must not be visible other than in social times. The same rules would apply as in the classroom (confiscate if seen worn in a lesson). Recent technological developments have meant that there are many more opportunities to become distracted through the use of wireless headphones and so they are only permitted at social time.
- Students should not use their phones or other electrical devices during the change-over of lessons. If this is seen by a member of staff, the student will have their negative points awarded (persistent issues will lead to the device being confiscated for a period of time). This intervention may delay their arrival to the next lesson and could incur further sanctions.
- If any student is found to be using their mobile phone inappropriately (e.g. secretly recording someone), this will be treated as a serious incident and will be sanctioned. Following the sanction, students may then be banned from bringing their phone to school (subject to a bag search) or asked to hand their phone in at each morning for a period of time until trust is restored.

Toilet breaks

Students are expected to go to the toilet during social times and not during lessons. Class teachers will refuse permission to use the toilet during lessons unless it's a genuine emergency (teacher's professional judgement). If a student has a medical

issue they should present a doctor's note to the medical office and will be given a toilet pass which will be valid for the duration of the condition.

Water Bottles

Students are allowed to drink water during lessons. They should fill bottles during social times only. Teachers will not give permission for students to leave lessons to fill water bottles.

Classcharts logging

Systems in school are designed to encourage students to take responsibility for their behaviour at social times, lessons, punctuality and organisation for learning. Classcharts is used to record positive and negative points. Parents/carers and students have personal log-ins to enable them to monitor this. All detentions are communicated via Classcharts, which will also email parents/carers to give them notice of the detention.

“Minor issues” will be recorded Classcharts, such as (but not exclusively):

- shirt not tucked while inside the school building
- tie not worn while inside the school building
- jumper not worn inside the building
- coat worn inside the teaching wing of the building
- inappropriate behaviour at social times
- being disrespectful
- mobile phone use on lesson changeover
- leaving litter
- missing equipment
- not using the one way system

If a student receives 3 negative points they will be issued with a next day detention. This will be automatically logged on Classcharts so students/parents are informed. The school reserves the right to apply more serious sanctions, such as Isolation, in relation to any significant/persistent concerns.

Uniform

Current uniform guidance can be found on the school website at:

<https://www.pudseygrammar.co.uk/for-parents-carers/uniform-and-equipment/>

Students not wearing the correct uniform will be asked to wear some of the school's own supplies, if available. If not available, or if students refuse to do so, this will result in them being kept in isolation until the end of the school day until they have the correct uniform. Students without a tie will be lent one (if available). Uniform infringements are logged on Classcharts. The same principle applies to students who do not present themselves in line with presentation expectations (e.g. with extreme hairstyles, dyes or excessive make-up or piercings that go beyond the “one stud in each ear” expectation).

If any family requires financial assistance to support with uniform they should contact the Year Leader. We want to help as much as we can.

Punctuality

Being on time for lessons and for school is vital for the individual student and for the broader school culture. Any school that tolerates lateness is indirectly promoting low expectations in which students' long-term interests suffer. As a result, the school rules around this are simple:

If a student **arrives to school after form time begins** they will be issued with a same day detention (all year groups). If a student **arrives late to a lesson** they will be issued with a same day (y7,10,11, Post 16) or next day (Year 7 and Year 8).

Detentions

Detentions are logged on Classcharts to inform parents/carers. It is parents'/carers' responsibility to monitor Classcharts via the app. If any parent/carer does not have access they should contact the relevant year leader.

The room and timings are listed below.

Year group	Room	Single (start/finish) – 35 mins	Double (start/finish) – 70 mins
7	216	14:50 – 15:25	14:50 – 16.00 (70 mins)
8	216	14:50 -15:25	14:50 – 16.00 (70 mins)
9	213	14:50- 15:25	14:50 – 16.00 (70 mins)
10	135	15:00 - 15:35	15:00 – 16.00 (reduced to 60 mins)
11 (normal)	018	15:00 - 15:35	14: 55 – 16.00 (reduced to 60 mins)
11 (intervention)*	Tardis	15.40 - 16.00	15.40 – 16.20
Post-16	P16	15:00 - 15:35	15:00 – 16.00 (reduced to 60 mins)

**When students in Year 11 are directed to after school intervention, their detentions will follow the end of the intervention but will be shortened down. They remain compulsory.

For students in Year 7 and Year 8: the detention will be set the day after the incident (unless it is a late to school issue, when it will be set for the same day).

For students in Year 9, 10 and 11: the detention will be set for the same day as the incident unless it takes place during lunch time or p5 (when it will be set for the following day).

Single and double detentions:

- Most detentions will be 35 minutes long (and called a Single detention)
- If a student does not attend a detention they will be automatically set one for the next day which is 70 minutes long (called a Double detention)
- Students who do not attend a Double detention will have to go to Isolation for at least one day when they are next in school. If students miss two Double detentions they will have two days in isolation.

Please note, a student could receive two detentions for the same afternoon. E.g. 2 x 35 minute detentions = a 70 minute detention.

For example, if a student is removed twice in a day they would receive 2 x SINGLE (35 minute) back to back detentions.

Or, if a student is removed and a detention for 3 minor issues, they would receive 2 x SINGLE (35 minute) back to back detentions.

Teacher detentions

- A 35-minute detention will be set whenever a student is removed from a Classroom for disruptive behaviour.
- The class teacher may also set a 35 minute after-school detention for other behaviour concerns, such as inadequate work, repeated failure to submit homework, poor presentation/graffiti in books or being late to lesson etc.
- Classcharts will inform parents/carers.
- For students in Year 7 and 8 the detention will be set for the next day following the incident.
- For students in Year 9,10 and 11 the detention will be set for the same day as the incident if it occurs before lunch time. For incidents occurring at lunch time and p5, the detention would be set for the next day.

Homework detentions

- Students in Year 10 and Year 11 will be issued a 35 minute detention if they fail to submit a piece of homework on the agreed deadline. This will take place on the same day and parents will be informed on Classcharts.
- Students in the Sixth Form who miss an agreed deadline will be asked to submit the work the next lesson. Failure to submit the work the next lesson will result in a homework detention for one hour on that day. Both these instances will be recorded on Classcharts for parents to see. Failure to attend this detention will result in a student being directed to isolation for 1 day.
- Students in Year 7, 8 and 9 can also be given homework detentions if they miss multiple deadlines. In most cases a detention would be set in the third/sixth/ninth/etc instance a student fails to present homework for a teacher per term.

Other detentions

Late to school – 35 minute single detention

- Any student who attends school late without a valid reason will automatically attend a one hour after-school detention on that day. Parents/Carers will be informed via Classcharts.

Late to lesson – 35 minute single detention

- Students will receive a Punctuality detention if they late to lesson.

“3 minor issues” detention - 35 minute single detention

- If a student receives 3 “minor issues” negatives on Classcharts they will receive an automatic 35 minute detention for the next school day. For examples, see p7.

Double detentions / students who miss detentions – 70 minutes

- As mentioned above, if a student misses a 35 minute detention, they will be “upscaled” to a 70 minute detention the following day. This will be logged on

Classcharts. If a student refuses to attend this, they will be booked into the isolation unit for one or more days. Detentions can't be re-scheduled by parents unless adequate evidence is provided as to why the student can't attend. For example, evidence of a doctor's appointment would need to be sent through to the Year Leader before the detention is due to begin.

Students Causing Ongoing Concern

Where a student's behaviour gives serious cause for concern then **a full range of interventions and sanctions may be used appropriate to the problem.** Less serious problems will be recorded in Classcharts and/or parents/carers are informed. In more serious situations the school may review the student's curriculum / timetable or change the student's classes or sets. In these cases, the school will determine the most appropriate actions, taking into account the circumstances and the need to safeguard all other parties. Wherever possible the perpetrator's timetable will be adjusted to support any victim(s). Parents/carers will be contacted by the school by telephone or letter and a review meeting may take place.

Those students causing very serious concerns and who do not respond via the school's internal monitoring plan, may be required to spend a period of time on a behavioural support programme to enable them to re-establish appropriate learning behaviours. In some cases, where a wide range of support measures have failed to encourage improvement, off-site provision at a specialist centre will be arranged for individual students.

Exclusion

In serious cases the school may exclude students for a **fixed term** if their conduct is deemed to be unacceptable. The decision to exclude a student may be taken when it is judged that allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is a serious sanction and is only administered by the Principal (or, in the absence of the Principal, the Deputy Principals who are acting in that role). We will always contact parents to inform them that their child has been excluded. In the rare cases where a student's behaviour is such that they must be taken home before the end of the school day by their parents, we will always contact parents first to organise this and this time would be recorded as a part of their exclusion.

The following list gives an indication of the type of behaviour which could result in a fixed term exclusion:

- verbal abuse of a member of staff
- serious and persistent bullying of another student
- using racist language
- malicious damage to property
- violent conduct towards another student
- theft
- possession of illegal drugs
- persistent defiance of staff
- sexual misconduct (see p13)
- misuse of the fire alarm
- actions outside of the school which are deemed to have brought the school's name into disrepute
- attempted arson
- vandalism of school equipment and property

- misuse of computer equipment or social networking sites to threaten, bully, harass, slander or cause distress to other students or staff
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- any behaviour that significantly compromises staff/student safety in relation to measures introduced to prevent the spread of Covid-19.

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction.

As re-integration of an excluded student is an important process it is expected that parents will attend the re-integration meeting to discuss the support strategies which will be put in place.

Permanent exclusion is a sanction which is rarely used. It is the final step in our disciplinary process. There are two categories where permanent exclusion would be considered.

The first category would be cases where a student has been persistently disruptive over a period of time and a wide range of strategies have been tried without success. It is an acknowledgement that the school has exhausted all available strategies for supporting a student.

In addition, there are occasions where a first or 'one-off' incident would be so serious that the school would consider permanent exclusion. Examples of these incidents would be:

- actual or threatened serious violence towards another pupil or member of staff
- supplying an illegal drug
- arson
- sexual abuse or assault
- carrying an offensive weapons*

**Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

The school will consider Police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the School.

Tobacco and E-Cigarettes

It is illegal for anyone under the age of 18 to purchase tobacco or e-cigarettes. Students are not permitted to bring these items onto the school site. If a student is found in possession of these items they will be confiscated and a sanction put in place (see separate anti-smoking policy).

Drugs Policy

Pudsey Grammar School has a zero tolerance policy toward illegal drugs. We are committed to ensuring that the school will be and will remain an environment entirely free from illegal drugs, substances intended to resemble drugs and the 'culture' of drugs.

A breach of this policy by any student will be regarded as a very serious disciplinary matter. In particular, possession of use of an illegal drug by any student will result in immediate referral to the police.

This policy will be supported by a comprehensive programme of education through our PSHE curriculum.

Drug Testing Policy

The School Governors support the use of non-invasive drugs testing of students in particular circumstances which include:

1. Where the school suspects that a student may be taking drugs. These concerns are relayed to parents and an offer of a drugs test made.
2. Where parents suspect that their child might be using drugs. In these cases the offer of a drugs test is made to support the parents.
3. Where a student had been excluded for a drugs-related offence. In this situation parents are informed that the school will propose a drugs test of their child on a random half-termly basis. Knowledge of an upcoming drugs test would act as a deterrent value and supports the student in not regressing.

Health and Safety

Responsibilities of students

All students are expected to exercise personal responsibility for the safety of themselves and their fellow students. In particular students:

- Must obey all the safety rules of the school and in particular the instructions of staff in the event of an emergency.
- Must not wilfully misuse or interfere with items or systems provided for safety purposes such as fire alarms or extinguishers
- Must not bring into school any item which might constitute a threat or danger to other students or staff.

A breach of this policy by any student will be regarded as a very serious disciplinary matter.

The school reserves the right to decide whether any prohibited items that are found in student's possession is returned to the parents/carers, discarded by the school or handed over to the Police.

Bullying, discrimination and sexual harassment

Pudsey Grammar School takes a zero tolerance position towards bullying, prejudice, discrimination and sexual harassment.

Bullying can be defined as:

- Deliberately hurtful behaviour
- Repeated incidents, often over a period of time
- Situations where it is difficult for those being bullied to defend themselves against what is happening.

It can take different forms, such as physical, verbal, indirect (such as spreading hurtful rumours) and cyber bullying. In all cases incidents will be investigated properly and serious sanctions imposed where necessary. In all cases, efforts will be made to support the "victims" and, on top of sanctions imposed, educating the perpetrator to make them fully aware of the impact of their hurtful behaviour.

Hate incidents

A hate incident can be defined as, "any non-crime incident which is perceived by the victim or any other person, to be motivated by a hostility or prejudice" (National Policing Hate Crime Strategy).

This could include incidents related to a person's:

- Ethnicity/nationality
- Faith
- Sexual orientation
- Gender identity
- Disability/SEN

Hate incidents can consist of verbal abuse, insults, detrimental comments, abusive language, gestures, comments on social networking and "jokes" or "banter" focused upon the protected characteristics. We want to tackle any incidents like this very quickly, and will deal with incidents in the same way we approach bullying. Incidents will be dealt with on a case by case basis and judged in relation to their severity.

A hate crime is legally defined as: "Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice" (ACPO 2005 definition) 2.3.2. A hate crime should be reported directly to the police.

Sexual violence/harassment

There is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is not an inevitable part of growing up.

Sexual violence

Sexual violence can be defined as: rape, assault by penetration, sexual assault. Each are crimes under the 2003 Sexual Offences Act.

Sexual violence occurs in cases where the victim has not given consent. Consent can be defined as: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Any suspected cases of sexual violence should be reported to the police and the school.

Please notify the relevant Year Leader.

Sexual harassment

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

- **sexual “jokes”** or taunting;
- **physical behaviour**, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature; and
- **online sexual harassment**, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.

Cases of reported sexual harassment will be taken very seriously and dealt with on a case by case basis in line with our safeguarding procedures. All concerns will be reported, investigated, recorded and managed in line with our child protection procedures. The school may apply a full range of sanctions in relation to incidents of sexual harassment. Additionally, any perpetrators will be educated on their behaviour to ensure they fully understand the impact of their behaviour.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting).

All students who have been subjected to abuse will be made to feel listened to, safe, and supported.

We address all these issues through our PSHE and assembly curriculum. We want to educate our students about the issues to help create a tolerant, inclusive, harmonious school culture where all students feel accepted and valued. We also want students/parents to be able to raise issues we can deal with them in line with our child protection procedures.

Please note, in cases where allegations of sexual violence and/or harassment are found to be deliberately invented or malicious, a sanction will be put in place as the impact of such allegations can be very harmful.

Mark McKelvie
Headteacher