



# HARMFUL AND ABUSIVE BEHAVIOUR (HAB) POLICY

<b>Author:</b>	<b>Chris Hordern</b>
<b>Created:</b>	<b>November 2016</b>
<b>Reviewed:</b>	<b>December 2023</b>
<b>Governors Committee:</b>	<b>Inclusion</b>
<b>Agreed by Governors:</b>	<b>December 2023</b>
<b>Frequency of Review</b>	<b>Biennial</b>
<b>Review Date:</b>	<b>December 2025</b>

## ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2023-24 has six aims.

1	A powerful curriculum
2	The best teaching and learning
3	Great achievement and progress
4	Excellent personal development
5	Behaviour for a strong community
6	A model for a better world

As part of aim 6 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

## Preamble

1. 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. They also have the right to be valued as an individual and respected for their given and chosen identities.
2. This belief is underpinned by the promotion and development of Tallis Character throughout school.

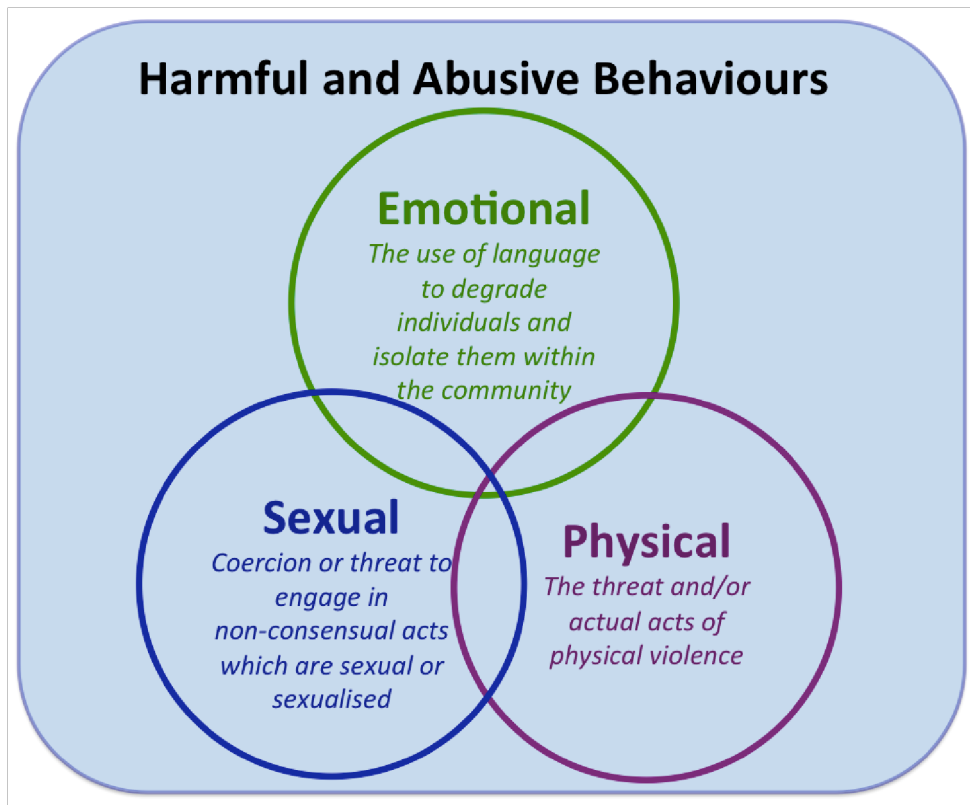
## This Policy

3. This policy defines what we consider to be *Harmful and Abusive Behaviour*, its impacts on individuals and the community and 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 Behaviour



## What Is Harmful and Abusive Behaviour?

4. Behaviour is harmful when it has a detrimental impact upon the physical safety or mental well-being of an individual. The emotional impact of harmful and abusive behaviour is very significant: there is a very strong correlation between debilitation of self-esteem and subsequent episodes of self-harm. The potential threat of harmful behaviour to students' well-being and outcomes requires them to be viewed within the school safeguarding structures as well as behaviour processes. As such, every member of staff who suspects that an incident of harmful and abusive behaviour has taken place has a duty to report it to their line manager and where appropriate, the Designated Safeguarding Lead, Francesca Kamei.
5. Behaviour is abusive when perpetrated by those able to exert power and control over an individual. Such experiences are non-consensual and involve acts of threat and coercion. A fundamental outcome of abuse is to reinforce a position of superiority which enables such 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, body image. Most recently there has also been national concern about upskirting, a form of peer-on-peer abuse and a criminal offence.
6. Historically some lower-level harmful and abusive behaviour has been categorised as 'bullying'. This is an unhelpful label. It minimises the nature and impact of some behaviours and inadvertently engenders a culture of acceptance that 'these things happen'.
7. 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.
8. Harmful and abusive behaviours may be perpetrated in several forms which are not mutually exclusive. All forms of harmful and abusive behaviour may be perpetrated in person or online.
9. Some harmful and abusive behaviour involves the use of unacceptable language. Our Language Charter identifies some words we will not accept. These include n-word and p-word relating to race and p-word (travellers).
10. Prejudicial language is still harmful or abusive even if young people believe there is consent between friends or if they hear these words at home. These words may not have been intended to harm or abuse but they have an impact on the school community *because they are* harmful and abusive.



11. We will not downplay prejudicial language. We have a duty to ensure young people do not accept such language as normal or acceptable in society. In these cases, we will intervene supportively and may issue a sanction. This is aligned with our aim to enable young people to understand the world and *change* it for the better. We also want our young people to develop good Tallis character, which includes being respectful and kind. They need to understand that such language is rightly intolerable in adult life.
12. However, we are sensible in our approach as young people are developing and exploring their identity and their relationships with others and the wider world. Some behaviour is a healthy and normal part of development. We offer some guidance below of our we categorise different types of behaviour in our inclusion tier approach.
13. Behaviour tiers.

Tier One Behaviour  
These behaviours reflect safe and healthy development.

## Sexual Development

Expressing sexuality through sexual behaviour is a natural, healthy part of growing up. Tier one behaviours provide opportunity to positively reinforce appropriate behaviour and provide further information and support. These behaviours reflect a natural curiosity, consensual activities, and positive choices.

- Private solitary self-exploration
- Use of sexual language to develop understanding amongst peers
- Having boy/girl friends of the same or opposite gender
- Interest in popular culture e.g., fashion, music, media, online games, chatting online
- Need for privacy
- Consensual safe appropriate to touch, kissing, hugging and holding hands
- Questioning pornography
- Choosing not to be sexually active

## LGBTQ+ Development

Being inquisitive about identity is part of an adolescent's development. Tier one behaviours provide the opportunity to explore gender and sexuality respectfully and safely. Further guidance can be provided to inform and support the LGBTQ+ community. These behaviours reflect a natural curiosity, consensual activities, and positive choices.

- Foster positive relationships between LGBTQ+ students and non-LGBTQ+ students
- Use of LGBTQ+ inclusive language to develop understanding amongst peers
- Respectful use of an individual's chosen pronouns
- Exploring healthy non stereotypical LGBTQ+ relationships
- Questions around physical and emotional changes e.g., the menstrual cycle
- Curiosity and understanding from the non-LGBTQ+ community

## Cultural Development

Being inquisitive about others heritage is a natural and healthy part of growing up. Tier one behaviours provide the opportunity to respectfully explore ethnicity and culture. Further guidance can be provided to inform and support minority communities. These behaviours reflect a natural curiosity, and positive choices.

- Foster positive inclusive relationships between all students
- Respecting cultural and religious differences and racial characteristics
- Respecting cultural identity
- Appreciating diversity within language
- Understanding and recognising group identities and characteristics
- Questions around physical differences
- Interest in culture e.g., fashion, music, food, and cultural lifestyle

## Tier Two Behaviour

These behaviours have the potential to be outside safe and healthy development.

### Sexual Development

These behaviours signal the need to take notice, gather information to consider appropriate action / support as per our safeguarding policy.

- Uncharacteristic or sudden changes in risk related behaviours, dress, withdrawal from friendship group, mixing with new or older people, having more or less money than usual
- Going missing
- Verbal physical or cyber/ virtual sexual bullying involving sexual aggression
- Taking or sending provocative images of self or others
- Single experience of peeping, exposing, mooning or other obscene gestures
- Targeted bullying
- Giving out personal contact details online
- Viewing pornographic material
- Concerns about pregnancy and STI's
- Derogatory comments around physical differences
- Sexist or derogatory language

### LGBTQ+ Development

These behaviours signal the need to be viewed through an LGBTQ+ lens and appropriate intervention be provided as per our equality policy.

- Negative language voicing opinion towards the LGBTQ+ community
- Disrespectful of an individual's chosen pronouns
- Sudden change in appearance and or identity
- Unhealthy LGBTQ+ relationships
- Struggles around physical and emotional changes
- LGBTQ+ focused bullying in person, cyber or online
- Pressure to be in an intimate relationship whilst still questioning
- Refusal to co-operate with others because of their LGBTQ+ identity

## Cultural Development

These behaviours signal the need to be viewed through an anti-racist lens and appropriate intervention be provided as per our equality policy. It is important to consider intent and context in these cases.

- Racist language
- Disrespecting cultural and religious differences and racial characteristics
- Disrespecting cultural identity
- Mocking and/or being judgemental of diversity within language
- Discrimination against group identities and characteristics
- Derogatory comments around physical differences
- Discrimination towards culture e.g., fashion, music, food, and cultural lifestyle
- Refusal to co-operate with others because of their race or ethnicity



### Tier Three Behaviour:

These behaviours are outside of safe and healthy development.

#### Sexual Development

These behaviours indicate a need for immediate action. It is important to consider activity type, frequency, duration, and the context in which they occur. They may be excessive, secretive, compulsive, coercive, degrading or threatening. Staff must be aware of age differences and power influences.

- Exposing own genitals and masturbating in public or forcing others to
- Preoccupation of sex, which interferes with daily function
- Distributing naked or sexually provocative images of self or others
- Sexually explicit talk with younger students
- Sexual harassment
- Arranging to meet with an online acquaintance in secret
- Accessing exploitive or violent pornography
- Genital injury to self or others
- Forcing others of same age, younger or less able to take part in sexual activities
- Use of/acceptance of power and control in sexual relationships
- Sexual activity
- Presence of STI's
- Non-consensual activity

#### LGBTQ+ Development

These behaviours indicate a need for immediate action. It is important to consider activity type, frequency, duration, and the context in which they occur. They may be excessive, secretive, compulsive, coercive, degrading or threatening. Staff must be aware of age differences and power influences and possible LGBTQ+ pressure to fit in.

- Deliberate and constant abusive language towards the LGBTQ+ community
- Sudden change in appearance and or identity
- Physically or mentally abusive LGBTQ+ relationships
- Self-harm/ suicidal ideation due to physical and emotional changes
- LGBTQ+ focused abuse in person, cyber or online
- Forcing others of same age, younger or less able to take part in sexual activities
- Use of/acceptance of power and control in sexual relationships
- Involved in obsessive coercive unhealthy relationship leading to risky behaviour

#### Cultural Development

An incident should be considered racist if it is perceived to be racist by the victim or any other person. These racist behaviours indicate a need for immediate action. It is important to consider activity type, frequency, duration, and the context in which they occur. When the behaviour reflects stereotypes based on colour nationality or ethnic or national origin.

- Racist language and racial slurs and/or insisting others in a racist behaviour
- Inciting hate crime due to cultural and religious differences and racial characteristics
- Degrading, humiliating someone because of their cultural identity
- Mocking and/or being judgemental of diversity within language and racist jokes
- Racist abuse in person, cyber or online
- Hostile intimidation against group identities and characteristics
- Degrading and offensive comments around physical differences
- Discrimination towards culture e.g., fashion, music, food, and cultural lifestyle

- Physical assault against a person or group because of colour, race and or ethnicity.
- Attempts to recruit other people to racist organisations and groups

#### 14. Reporting harmful and abusive behaviour

##### a) Student:

- A student can approach any adult, teaching or support staff, to report any form of harmful and abusive behaviour. The pastoral system at Tallis provides opportunities to inform the form tutor, pastoral welfare officer or Head of Year, LSU, or the safeguarding team.
- On occasions a student may feel reluctant to seek an adult and therefore can inform another student for support, and to allow the peer to inform a member of staff.
- Concerns can be reported online. The button below is on the front page of the school website to allow students to inform the school of any harmful or abusive behaviour.

REPORT A CONCERN

- This reporting also allows a student to report an incident on behalf of another or to be anonymous. However, if it is anonymous, it will be more difficult to deal with the issue
- A student can also email any member of staff who will themselves inform the relevant member of staff.

##### b) Staff:

- In all cases harmful and abusive behaviour needs to be recorded on Bromcom and passed to the relevant staff, which may include the safeguarding team, if appropriate.
- Reports on an incident must be accurate, with specific words and actions. The specific words may be redacted but must be understandable.
- If a member of staff is in doubt as to whether actions are harmful and abusive, they should seek guidance from their line manager, any HOY or extended leadership.

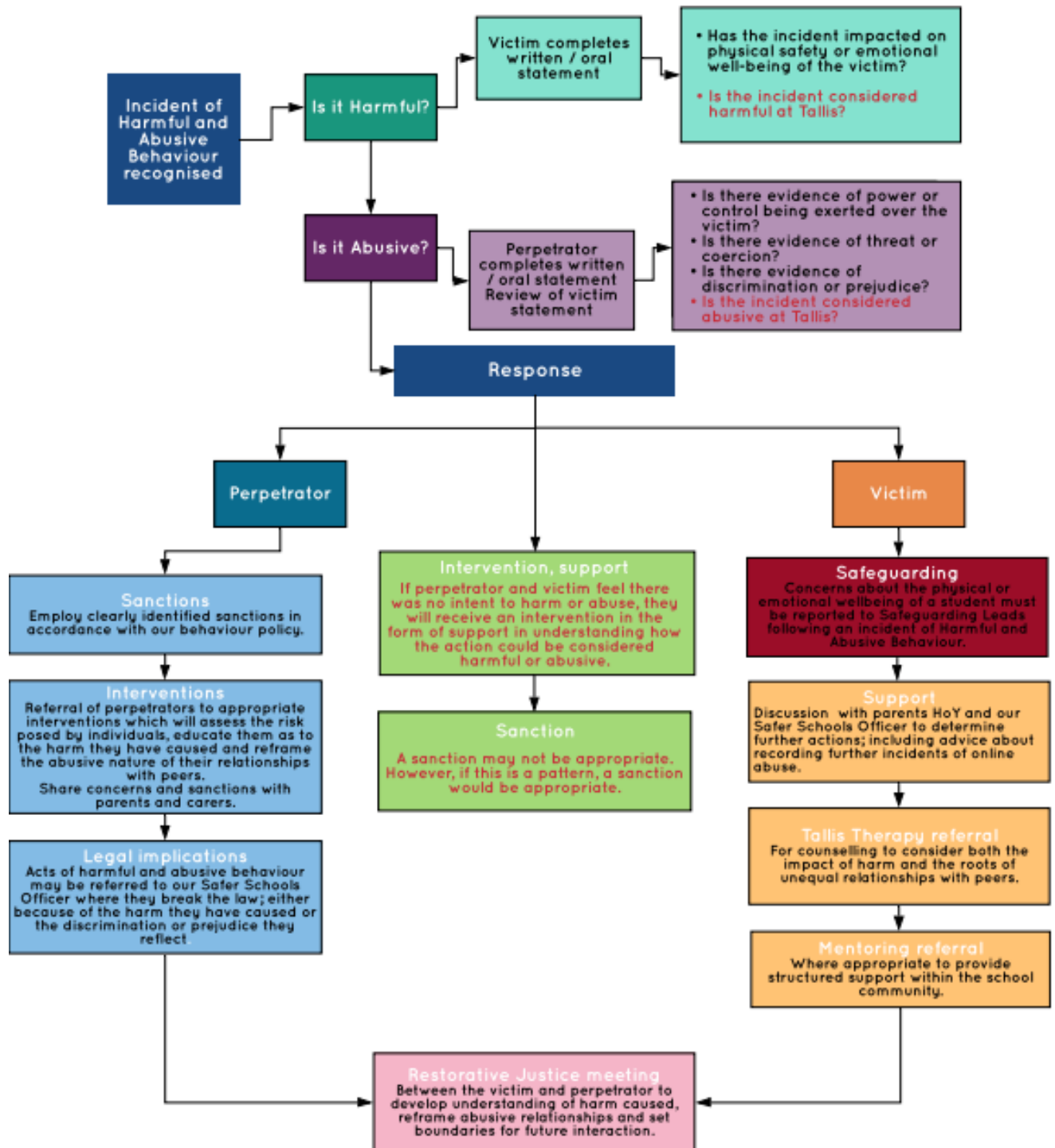
#### 15. This is how we will respond to Harmful and Abusive Behaviour

- a) At Tallis every student is listened to and supported. We consider it essential to respond to all parties in cases of harmful and abusive behaviour, both the perpetrator and the victim.
- b) 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
- c) Response to the Perpetrator

- Sanctions – we will employ clearly identified sanctions in accordance with our behaviour policy to demonstrate that acts of H&AB are unacceptable and will not be tolerated within the community. We will share these concerns and sanctions with parents and carers
  - Interventions – we will refer perpetrators to appropriate interventions to assess the risk they pose, educate them about harm they have caused, and seek to reframe the abusive nature of their relationships with peers.
  - Legal implications - acts of H&AB may be referred to our Safer Schools Officer if they break the law either by virtue of the harm they have caused or the discrimination or prejudice they reflect.
  - Restorative justice meeting – this may be held with the victim to develop understanding of harm caused, reframe the abusive nature of relationships, and set boundaries for future interaction
- d) Response to the Victim
- Safeguarding – all 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
- e) 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.
- f) The flow diagram below offers a guide to staff responding to an incident of harmful or abusive behaviour.

*MK 10/21*

# Responding to Harmful and Abusive Behaviour at Tallis



# 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 exclusion and removal of students' phones while 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



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