

# King Egbert School Dignity and Respect Policy

## Introduction & Purpose of the Policy

King Egbert School students, staff and community work together to uphold our ERA principles:

**E Excellence** - Academic **excellence** for all

**R Respect** - Showing **respect** at all times

**A Aspirations** - All students have **aspirations** and personal goals beyond school

This policy document is intended to provide a framework to;

- Establish the importance of building and maintaining a climate of **respect** to ensure that all students are equally welcomed, supported and encouraged to succeed, to achieve academic excellence and develop ambition and high aspirations
- Ensure that our school community plays as full a part as possible in educating all students in the values of **respect**
- Identify our principles for recognising, respecting and protecting the **dignity** and rights of individual students and minority groups
- Ensure that governors, staff, students, parents and others who visit our school fully understand that implied or explicit **harassment** of any kind is not acceptable
- Provide procedures which enable issues involving the **dignity** and **respect** of the individual or minority groups to be dealt with quickly, effectively, sensitively and confidentially

**It is the responsibility of everyone within our school community to create an environment where everyone is treated equally with dignity and respect. Anyone failing to adhere to the principles set out within this policy will be held accountable for their actions. Where staff, students, governors or visitors are unclear of what is expected of them, they must seek clarification from the Headteacher or Chair of Governors, as inappropriate conduct or behaviour could result in disciplinary or legal action being taken.**

## Definitions

**Respect:** we demonstrate our 'respect' towards others by listening to different views, by seeking to understand differences, by ensuring politeness and sensitivity, being thoughtful and caring

**Dignity** in our policy is the feeling which comes as a result of being treated fairly and with respect by others, this means an individual or minority group's feelings of self-worth are valued

**Bullying** is the repeated, unwanted and aggressive behaviour by one person or group towards another. This can be mental or physical bullying, online or face to face, when there is an imbalance of power in the relationship

**Harassment:** is when threatening, abusive or insulting words or actions are used within sight or hearing of a person who is the object of that unwelcome behaviour (i.e. words or actions which insult a person's age, sex, race or nationality, disability, religion and belief, gender reassignment, marriage and civil partnership, pregnancy and maternity, or sexual orientation), which shows a lack of respect, has the purpose or effect of violating an individual's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for an individual or minority group

The following list gives *examples* of **bullying** and **harassment** that are considered serious and unacceptable and will not be tolerated towards any member of the school community:

- Any verbal or written comments which do not show respect, including racist, homophobic, sexist or sexual comments and those disrespecting a person's ability, religion or belief, age, socio-economic or marital status and derogatory personal comments; (this includes but is not limited to offensive jokes/language, gossip, letters, texts, emails, use of social media sites etc).
- 'Banter' which causes offence will be dealt with as unacceptable behaviour
- Swearing and name calling
- Physical threats
- Physically intimidation, e.g. invading personal space, denying privacy, use of aggressive hand gestures
- Physical assault
- Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying or a hate related comment
- Use of individual power or authority to intentionally undermine, humiliate, intimidate, embarrass or cause injury
- Shouting or speaking in an aggressive or threatening tone, either in person or over the telephone (this does not include occasions when it is reasonable or necessary for a member of staff to raise their voice e.g. when addressing a large space or to be heard over many students or to maintain safety)

## **Roles & Responsibilities**

### **Governors:**

- Have the responsibility for approving and ensuring the effective implementation, monitoring, evaluation and review of this policy
- Have the responsibility to investigate any complaints brought before them that allege this policy has not been positively implemented
- Have the responsibility to set a positive example, ensuring they do not adversely affect the reputation of the school by their actions in or out of school

### **Headteacher:**

- Has the responsibility for explaining, positively promoting and enforcing this policy amongst all staff, volunteers, students, governors and the wider school community
- Will ensure that appropriate consultation takes place with all stakeholders as part of the development of our policies and plans
- Has the responsibility to ensure that resources are in place to implement the requirements of this policy within the school, ensuring that all appropriate legislation is met and procedures are effectively implemented and routinely reviewed
- Has the responsibility for investigating and reporting the findings of any issues, complaints or incidents alleging a failure by a member of the school community to comply with the standards of behaviour expected under this policy
- Has the responsibility for enforcing relevant disciplinary and or sanctions policies and procedures where complaints investigated are upheld
- Will ensure that the curriculum and school environment are designed to promote respect and dignity

**Staff:**

All staff (staff also includes supply, training teachers, and volunteers) have a responsibility to:

- Fully understand their roles and responsibilities to build and maintain a climate of **respect** to ensure that all students are equally welcomed, supported and encouraged to succeed, to achieve academic excellence and develop ambition and high aspirations
- Follow any information, instruction, policies, procedures or other documentation made available to them
- Actively promote the inclusion of protected groups, how to recognise and deal with harassment; attend relevant identified training (including refresher training) as directed by the Headteacher or their nominated representative
- Ensure as far as possible they treat everyone they come in to contact with dignity & respect whilst representing the school (on or off site)
- Challenge unacceptable behaviour by students using the Consistent Behaviour Model
- Challenge unacceptable behaviour by staff by reporting to their line manager
- Ensure that staff, children, governors and volunteers representing our school are familiar with our policies and procedures and where appropriate provide any necessary information and training
- Ensure relevant policies are brought to the attention of other people visiting, using or working on our site, highlighting the behaviour we expect

**Parent/Carer/Contractors/Visitors to School:**

- Have the responsibility to make themselves familiar with this policy and or any other relevant documentation made available to them
- Have the responsibility to not participate in or condone any acts or actions that could be perceived as disrespectful or adversely affecting the dignity of another individual or minority group whilst on school premises or by email/letter or during a telephone conversation or on social media
- Have the responsibility to modify their behaviour should they become aware that they have behaved unacceptably, failure to do so could result in exclusion from school premises

**Students:**

- Have the responsibility to show respect to one another, staff and others they come in to contact with whilst on school premises or attending off site or extended curriculum activities
- Have the responsibility to ensure they understand and comply with the requirements of the school behaviour and anti-bullying policies, failure to do so could result in disciplinary action and or exclusion (fixed term or permanent).
- Has the responsibility to ensure they do not contribute to an act of bullying or harassment in their actions as a bystander
- Students are similarly responsible to report incidents of bullying and harassment on social media.

**Procedure for Seeking Support under This Policy**

A copy of our dignity & respect policy is available from the school office on request.

If anyone feels that they have not been treated with dignity and respect or they feel they have been the victim of any kind of discrimination, harassment or threatening behaviour, or have witnessed behaviour deemed as inappropriate under this policy, please contact the following people in the first instance::

**Students** - Speak to their class teacher or a member of the pastoral support team (where applicable).

**Parents/Others Visiting the School** – Speak to the Head or Deputy Head Teacher.

**Staff/Volunteers** – speak with their line manager, human resource or trade union representative for further advice. Staff should also refer to the King Egbert School Equality Statement.

**Governors** – Speak with the Chair of Governors or The Head Teacher.

Information will be treated confidentially, however depending on the severity and nature of the allegations made, in some instances information may be shared with others: this will be done in a sensitive manner.

There may be circumstances where an individual may not wish to speak to any of the parties above, in these circumstances they may wish to contact some one independent of the school for further support and advice, details of advocates in your area can be obtained from your local Citizens Advice Bureau.

## Sanctions

### For all incidents:

- The safety and well-being of all involved will be prioritised for action.
- Each reported incident will be recorded.
- Each reported incident will be taken seriously and investigated fully. Where relevant and possible, witness statements will be taken.
- Whether first time or repeated, a minor or serious breach, we will work to help the perpetrator to gain more understanding and to have the opportunity to learn and show more respect in the future
- Whether a first time or repeated incident, a minor or serious breach, we will work with students who have been insulted or threatened to ensure they are supported
- As far as possible the outcomes will be communicated to witnesses to the unacceptable incident as well as perpetrator and person or people affected.

### Sanctions Y7-11

Behaviour	Sanction*	Follow up
<b>First offence of less serious nature</b> where it is possible the student did not mean to cause offence	None	<ul style="list-style-type: none"> <li>• First member of staff to be aware of the incident will record it for monitoring</li> <li>• First member of staff will ensure student making the comment or action understands why this is not acceptable (use on call if more appropriate)</li> <li>• School expectations and outcomes of incident shared with witnesses (by first member of staff or on call)</li> <li>• Support given to victims of the incident</li> </ul>
<b>For repeated or deliberate cause of lack of dignity or lack of respect.</b> This would include any verbal or written comments which humiliate, intimidate, embarrass or cause injury, comments which do not show respect, including racist, homophobic, sexist or sexual comments and those disrespecting a person’s ability, religion or belief, socio-economic status and derogatory personal comments	On call detention with loss of social time 3 behaviour points	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded</li> <li>• Behaviour ‘think through’ activity to be completed during on call</li> <li>• Parent/carer of perpetrator and victim informed</li> <li>• Resolution with affected individual/s if appropriate</li> <li>• School expectations and outcomes of incident shared with witnesses</li> </ul> <p>(CEX/CBW)</p>

Shouting or speaking in an aggressive or threatening tone; swearing and name calling Physical intimidation, e.g. invading personal space, denying privacy, use of aggressive hand gestures and/or forming part of a group knowingly encouraging or condoning bullying Making a physical threat (verbally) to another student	Half to full day in isolation with loss of social time 4 behaviour points	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Behaviour 'pledge' activity to be completed during time in isolation (CEX/CBW)</li> <li>• Parent/carer of perpetrator and victim informed (YM/CEX/CBW)</li> <li>• Resolution with affected individual/s if appropriate (YM/CEX/CBW)</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> </ul>
Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying or a hate related comment	Half to full day in isolation with loss of social time 4 behaviour points	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Behaviour 'pledge' activity to be completed during time in isolation (CEX/CBW)</li> <li>• Parent/carer of perpetrator and victim informed (YM/CEX/CBW)</li> <li>• Resolution with affected individual/s if appropriate (YM/CEX/CBW)</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> </ul>
Physical assault or extremely offensive or intimidating harassment	Fixed term exclusion and possible loss of social time 5 behaviour points Potentially permanent exclusion.	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Behaviour contract signed (SLT)</li> <li>• Parent/carer attends reintegration meeting (SLT/YM)</li> <li>• Resolution with affected individual/s and their parents if appropriate (YM/CEX/CBW)</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> <li>• Involvement of external agencies and/or the police. (YM/SLT)</li> </ul>

\* The school may reduce or extend the sanction depending on circumstances or learning needs of the students involved, as long as those decisions remain consistent with our commitment to treat all students equally

### Sanctions. Y12-13

Behaviour	Sanction*	Follow up
<b>First offence of less serious nature</b> where it is possible the student did not mean to cause offence	None	<ul style="list-style-type: none"> <li>• First member of staff to be aware of the incident will record it for monitoring</li> <li>• First member of staff will ensure student making the comment or action understands why this is not acceptable</li> <li>• School expectations and outcomes of incident shared with witnesses (YM/CEX/CBW)</li> <li>• Support given to victims of the incident (YM/CEX/CBW)</li> </ul>
<b>For repeated or deliberate cause of lack of dignity or lack of respect.</b> Any verbal or written comments which undermine, humiliate, intimidate, embarrass or cause injury,	Detention held with 6 <sup>th</sup> form staff and loss of 6 <sup>th</sup> form privileges	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Resolution with affected individual/s if appropriate (YM/CEX/CBW)</li> <li>• Conversation with YM leading to behaviour 'pledge'</li> </ul>

<p>comments which do not show respect, including racist, homophobic, sexist or sexual comments and those disrespecting a person's ability, religion or belief, socio-economic status and derogatory personal comments</p>		<ul style="list-style-type: none"> <li>• Parent/carer of perpetrator and victim informed (YM)</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> </ul>
<p>Shouting or speaking in an aggressive or threatening tone; swearing and name calling Physical intimidation, e.g. invading personal space, denying privacy, use of aggressive hand gestures and/or forming part of a group knowingly encouraging or condoning bullying Making a physical threat (verbally) to another student</p>	<p>Half to full day isolated with 6<sup>th</sup> form team and loss of 6<sup>th</sup> form privileges <b>If behaviour is repeated or serious, student could have a fixed term exclusion or be asked to leave 6<sup>th</sup> form</b></p>	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Parent/carer of perpetrator and victim informed (YM/CEX/CBW)</li> <li>• Resolution with affected individual/s if appropriate (YM/CEX/CBW)</li> <li>• Conversation with YM leading to behaviour 'pledge'</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> </ul>
<p>Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying or a hate related comment</p>	<p>Half to full day in isolation and loss of 6<sup>th</sup> form privileges <b>If behaviour is repeated or serious, student could have a fixed term exclusion or be asked to leave 6<sup>th</sup> form</b></p>	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Parent/carer of perpetrator and victim informed (YM/CEX/CBW)</li> <li>• Conversation with YM/Head of 6<sup>th</sup> form and behaviour 'pledge'</li> <li>• Resolution with affected individual/s if appropriate (YM/CEX/CBW)</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> </ul>
<p>Physical assault or extremely offensive or intimidating harassment</p>	<p>Fixed term exclusion and loss of 6<sup>th</sup> form privileges <b>If behaviour is repeated or serious, student could be asked to leave 6<sup>th</sup> form</b></p>	<ul style="list-style-type: none"> <li>• Incident and sanctions recorded (YM)</li> <li>• Behaviour contract signed (SLT)</li> <li>• Parent/carer attends reintegration meeting (Head of 6<sup>th</sup> form and Headteacher)</li> <li>• Resolution with affected individual/s and their parents if appropriate (YM/CEX/CBW)</li> <li>• School expectations and outcomes of incident shared with witnesses (SLT)</li> <li>• Involvement of external agencies and/or the police. (YM/SLT)</li> </ul>

\* The school may reduce or extend the sanction depending on circumstances or learning needs of the students involved, as long as those decisions remain consistent with our commitment to treat all students equally

**Staff or governors** found to be in breach of the policy: the Headteacher or Chair of Governors will follow legal guidelines and disciplinary procedures.

**Parents, carers or other visitors to the school** will be reminded of our policy and expectations; they may be given the opportunity to retract or rephrase verbal or written comments showing a lack of respect; for serious or continued breach of the policy, parents, carers or visitors will receive a formal letter in the first instance; persistent breaches could lead to limitations placed on communication or visits to the school. Verbally aggressive, threatening or intimidating behaviour or physical aggression towards staff or students will be reported to the police.

### **Monitoring & Review**

The school will monitor and review this policy and associated document templates on a cyclical basis to ensure they remain relevant and effective.

Supporting school policies and documents: (available on the school website under 'About us' → 'Policies')

- Code of Conduct for Students
- Complaints Policy
- Equality Policy
- Equality Statement
- E-Safety Policy
- KES Safeguarding and Child Protection Policy
- Preventing Bullying Policy
- Whistleblowing Policy

Relevant Current Legislation:

- Health & Safety at Work Act etc. 1974
- Management of Health & Safety at Work Regulations 1992
- The Protection from Harassment Act 1997
- The Human Rights Act 1998
- The Equality Act 2010
- Children's Act 1989
- Safeguarding Vulnerable Groups Act
- Disability Rights Act
- Data Protection Act

Signed:

(Headteacher)



Signed: (Chair of Governors)

Date: 7.7.2021

Agreed by the Governing Body: 7.7.2021

Review: July 2022

## **King Egbert School Dignity and Respect Policy**

### **WE WILL:**

- demonstrate respect in our dealings with others
- challenge unacceptable behaviour by others
- be polite, courteous & considerate
- be open & honest
- be patient & understanding
- listen
- try & find common ground in any disagreements
- remember we all make mistakes
- treat others in the same way we wish to be treated

The following behaviours **will not be tolerated** towards any member of the school community:

- Any verbal or written comments which do not show respect, including racist, homophobic, transphobic, sexist or sexual comments and those disrespecting a person's ability, religion or belief, age, socio-economic or marital status and derogatory personal comments; (this includes but is not limited to offensive jokes/language, gossip, letters, texts, emails, use of social media sites etc).
- 'Banter' which causes offence will be dealt with as unacceptable behaviour
- Swearing and name calling
- Physical threats
- Physically intimidation, e.g. invading personal space, denying privacy, use of aggressive hand gestures
- Physical assault
- Inappropriate posting on Social Networking sites which could bring the school into disrepute or be deemed as bullying or a hate related comment
- Use of individual power or authority to intentionally undermine, humiliate, intimidate, embarrass or cause injury
- Shouting without good reason or speaking in an aggressive or threatening tone

### **Definitions**

**Respect:** we demonstrate our 'respect' towards others by listening to different views, by seeking to understand differences, by ensuring politeness and sensitivity, being thoughtful and caring

**Dignity** is the feeling which comes as a result of being treated fairly and with respect by others, this means an individual or minority group's feelings of self-worth are valued

**Bullying** is the repeated, unwanted and aggressive behaviour by one person or group towards another. This can be mental or physical bullying, online or face to face, when there is an imbalance of power in the relationship

**Harassment** is any threatening, abusive or insulting words or actions, e.g. showing a lack of respect for someone's sex, race or nationality, disability, religion and belief, gender reassignment or sexual orientation



Appendix 2 - Template Letter (To be adapted to meet individual circumstances) which can be sent to parents or visitors in breach of our policy

Dear xxxxxx

- Following allegations of unacceptable behaviour which contravene our school dignity & respect policy

This letter is to advise you that the school considers your actions on xxxxxx(date) contravened expected behaviour as defined within our school dignity and respect policy document.

I have been informed that you xxxxxx (state what happened). This behaviour is not acceptable and caused distress to those involved, I would be grateful if you would refrain from such behaviour in the future.

Please note that our school policy sets standards of expected behaviour of anyone involved with our school, these include;

- Behaving in an appropriate manner, showing due courtesy and respect to others
- Avoiding harassing or threatening behaviour
- Avoiding physical or verbal aggression
- Avoiding any form of written or verbal communication that may cause offence

I hope you appreciate that we need to maintain a calm and welcoming environment for everyone working in and or attending/visiting our school at all times and that this type of incident can be avoided in the future.

Yours sincerely

Head Teacher

