

# **BEHAVIOUR POLICY**

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## Statement of Strategic Intent - Behaviour

**Whitley Academy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs (SEN).**

### **SCHOOL AIMS**

To ensure that all members of the school community develop a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others.

To ensure that all members of the school community develop interpersonal skills, flexibility of attitude, enterprise and self-sufficiency to enable them to relate successfully to their peers, adults and the wider community.

### **SCHOOL INTENTS – TO ACHIEVE THE ABOVE WE WILL:-**

#### **Attitudes and Values:**

- Ensure that rewards and consequences are clear, highly visible and explained to all.
- Work to The Behaviour for Learning procedure in order to promote a positive ethos.
- Focus on the behaviour and its impact upon others and the purpose of the school, and not on the student's personality.

#### **Curriculum Organisation and Planning**

- Ensure that all teachers have the group management skills in order to establish positive relationships with their classes based on mutual respect.
- Plan and organise lessons to keep pupils interested giving full attention to:
  - Furniture layout / grouping of pupils / matching work to pupils' abilities / pacing lessons / wellbeing / enthusiasm and using humour to create a positive classroom atmosphere.
- Deliver PSHE / Citizenship curriculum experiences and Tutorial work that will counter views that bullying is an inevitable part of school life.
- Staff will analyse and respond to situations where student behaviour prevents learning by self-review and detailed, objective evaluation of student need.

#### **Institutional Organisation**

- All adults will model the behaviour for learning that they expect of students
- All staff will implement the Behaviour for Learning procedures in a consistent manner, giving special regard to their use of language and tone in issuing and explaining the Consequences system.
- All adults will control their own behaviour and the standards of courtesy that they expect from pupils.
- All adults will supervise and monitor student behaviour out of lessons at break, lunch, the end of day and in between lessons.

### **Working with parents**

- Parents will have access to objective, detailed descriptions of learning needs that are identified and be invited to participate in planning and subsequent reviews.
- Parents will be informed about student success through praise letters, certificate, merits and annual awards presentations.
- Parents will be informed about the Behaviour for Learning consequence system and of our Rewards strategy.

### **Working with External Agencies**

- We will utilise all available support through a coordinated approach to planning.
- We will ensure fair and relevant access to agencies through a clear analysis of need, resulting from internal planning and review processes.

### **KEY POINTS**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school when a pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

### **BEHAVIOUR FOR LEARNING**

Our aim is to develop our pupils into independently well behaved young people, in the same way that we want to help them develop into independent learners.

The key to staff delivering this is:

- Good lesson planning (differentiated – SEN/GT/learning styles)
- Consistent use of BFL
- Fairness
- Non-confrontational language

- There are three main parts to the behaviour plan at Whitley Academy:
  - Classroom expectations of behaviour for learning
  - The consequence system
  - Rewards

This plan should not be used as a response to issues relating to attendance. These issues are dealt with in the pastoral guidance in the Staff Handbook.

**Classroom expectations:**

All learning rooms, including cluster rooms and the LRC, will display classroom expectations and consequences. The BFL posters are to be placed above the whiteboard. It is the responsibility of Curriculum Leaders or managers of learning space to ensure expectations are displayed in this way.

**Behaviour expectations:**

In our **Behaviour for Learning** system there are general expectations:

That we all feel **safe, valued, challenged** in our work or lessons, and that **we will do our best** in all situations.

There are specific expectations of the pupils, (and staff):

- To be prepared for lessons.
- To listen carefully.
- To show respect.
- To help themselves and each other to learn.
- To be responsible for our environment.
- To complete all set tasks and homework.

There will be notices in every learning area listing these. The notice has extra clarification for each of the expectations, but has been kept brief in order to be easily remembered. There are clear reasons for the expectations also, which if necessary could be pointed out to pupils.

**Expectations**

**We expect to –**

- Be safe
- Be valued
- Be challenged in our learning
- Do our best in return

**We expect that we should always –**

**Be prepared for lessons.**

- Arrive to lessons on time and ready to start learning.
- Enter the learning area quietly without running, pushing or shouting
- Take off coats and put bags on the floor

- Have organisers, reading books, correct text and exercise books for the lesson contained in an appropriate school bag.
- Have the correct equipment for the lesson – at least a pen, pencil, rubber, ruler in a pencil case for all lessons; PE kit for PE lesson; protractor, compasses, calculator for Maths lesson; any other equipment required by the subject area
- No chewing gum, eating or drinking
- Mobile phones should be kept in bags and personal stereos and Ipods should not be seen anywhere in school.
- Make-up, hairbrushes, sprays should not be out in lessons.

### **Listen carefully**

- To the teacher, other adults and each other.
- Follow any instructions that are given to you.
- Ask for help by putting your hand up if you do not understand.
- Show that you are listening by not talking at the same time as the speaker, and make sure you are facing the speaker

### **Show respect**

- Treat others in the way **you** would like to be treated.
- Do not damage other people's property.
- Do not damage or graffiti displays, exercise books, planners, coats, bags, walls or furniture.
- Be polite in word and deed – do not swear at someone or call them names.
- Think before you say anything that will upset others.

### **Help ourselves and others to learn**

- Focus on your work and complete the tasks that have been given to you.
- Actively participate in lessons in a controlled manner.
- Raise your hand to answer a question and wait for the teacher to ask you to speak.
- Work quietly when asked to do so.
- Do not make fun of people or their work.
- Remain in your allocated seat unless asked, or have been given permission, to move.
- Respect others when working.

### **Be responsible for our environment**

- Put all litter, waste paper, etc in the bins provided in learning rooms and around school.
- Leave the classrooms tidy as you would wish to find them, with chairs under tables.
- Only eat and drink in designated eating areas – corridors and classrooms are not acceptable places
- Do not smoke
- Do not chew gum
- Respect our school building – do not damage it in any way.

### **We will never:**

- Verbally or physically abuse staff or each other.
- Swear at or in the presence of others.

- Be rude to people or call names.
- Shout at staff and other members of our community.
- Respond to instructions with challenges.
- Make racist or sexist comments to or about anyone.
- Use aggressive physical contact.
- “Play fight” or mess around.

#### **Finally accept we are:**

- Responsible for our own behaviour in and around the school.
- All in charge of how we act and what we say.
- Able to accept that if things go wrong there will be consequences.

**Why do we do all this? Because it will make us happier and more successful learners. We want you to be successful and happy at Whitley. Follow these expectations and you will be.**

#### **Language to engage, not enrage**

Assertive response style, “language to engage not enrage” is fundamental in encouraging behaviour for learning. As adults we all need to model good behaviour and avoid confrontation.

In order to make the expectations clear in lessons, it is advisable to be **specific** in your requests to pupils about their behaviour. Use the **terms** listed, in the **language** shown. Avoid “you” statements.

For example, if you want a pupil to listen to you, you could say: “John, we expect all pupils to listen when they are asked. We learn best when we listen so that we know what to do. I would like to see you facing me and not talking. Thank you.” (Not e.g. John, you should be listening. Be quiet.)

The expectations we have selected encompass **all the suggestions from staff**, distilled down to key areas of behaviour. We cannot prescribe what to do in every situation, but the essence of the way to deal with it is here.

The learning area notice will be the guide that adults can refer to in any situation, and will be there as a framework for us all.

There will also be a notice for **consequences**, to emphasise the balance of getting it right, and what will happen if we get it wrong.

#### **REWARDS**

The **rewards system** for KS3 and KS4 will be displayed in all learning areas.

### **Key stage 3 Rewards (Year 7 and 8) – On a yearly basis**

Points	Reward
25 points	Post card home
50 points	Text message home
75 points	SLG link commendation certificate
100 points	Bronze certificate
200 points	Silver certificate
300 points	Gold certificate
500 points	Reward Trip

### **Every ½ term**

- Departmental badge nominations
- Certificates for No C3s
- Attendance certificate and badges
- Tutor group certificate for points
- Pizza treats for tutor group with highest attendance.
- Improved attendance – postcard home

### **Every term for KS3**

- Raffle draw based on attendance, points, No C3s.
- Reward for most improved tutor group for attendance

### **End of year**

- Top KS3 student in entire school to have their name added to reward shield.

### **Key stage 4 Rewards (Year 9, 10 and 11) – On a termly basis**

Points	Reward
25 points	Postcard home
50 points	Text message home
75 points	SLG Link Commendation certificate
100 points	Pizza treat raffle for 5 students per year group
125 points	Principal Commendation Certificate
Top 6 students (based on points, attendance, No C3s and ATL)	Year 9 – £10 WHSmith vouchers Year 10 – trip vouchers (cinema, bowling or ice skating) Year 11 – Prom tickets

### **Every ½ term**

- Departmental badge nominations
- Certificates for No C3s
- Attendance certificate and badges
- Tutor group certificate for points
- Pizza treats for tutor group with highest attendance.

- Improved attendance – postcard home

### **End of year**

- Top KS4 student in entire school to have their name added to reward shield.

## **THE CONSEQUENCE SYSTEM**

The consequence system is a planned approach to reducing low level off task non-disruptive/ disruptive behaviour in the school.

### **Curriculum Internal Supervision**

- In any learning area *all* staff must deploy the consequence system in a consistent way.
- It is the responsibility of all Curriculum Leaders to issue staff within their departments a timetable for internal isolation for each period and to place a copy of that timetable in the Staff Area/Q Drive.
- Teaching staff must have the internal supervision timetable close at hand to ensure pupils (if necessary) are sent to the appropriate room within the department.
- **Pupils are not to be sent to wait outside classrooms unless a member of staff is immediately available to support the pupil.**

### **The Consequence System:**

#### **Warning**

- This is a verbal reminder of expectation
- At the earliest opportunity, the students' initials are written on the classroom board. Pupils' names to be recorded at bottom left or right of whiteboard - small but clear, so as not to distract from focus of learning.
- With disruption of learning the student will receive:

#### **Consequence 1.**

- This is a sanction and a verbal reminder of expectation
- Record Student name on board for C1. If student is on card, please record on card.
- Move student, discuss his/her behaviour 1 –to-1 when possible.
- With further disruption of learning the student will receive:

#### **Consequence 2**

- This is a sanction and a verbal reminder of expectation
- Change the consequence level on the board. If student is on card, please record on card.
- At the end of the lesson keep the student behind for a short discussion about the behaviour.
- Notify LSCW and call home to follow-up..
- With continued disruption the student will receive:

### **Consequence 3**

- Inform the student clearly that they have a consequence 3 and change it on the board.
- The member of staff must log the C3 on SIMS, giving the code for the incident. This should be done by the end of the day.
- Some pupils at this point may become confrontational; if behaviour persists the student is removed to internal supervision in a neighbouring room. After a period of time they may return if they are able to access the lessons.

### ***Consequence 3 Detention:***

1. 30 minutes in G18 / G20.
2. Detentions are at break time 10.30 – 11.00am and are supervised by Staff.
3. Absence from DT (other than for authorised reasons) will be followed up the following day. If this is missed it will be moved to SLG DT. The relevant Learning Support Case Worker will phone home that evening or following day after consultation with the Senior member of staff for that year group. After school detentions will also be held on Thursdays with a member of SLG for those students that achieved multiple C3's the previous week.

### **Consequence 4 Persistent Disruption**

- When a critical incident has occurred the Curriculum Leader/Team must give first line support.
- Student is internally isolated (send with work and follow-up to make sure student arrives)
- Teacher to log C4 on SIMS and email CL
- Curriculum Leader to notify Director of Inclusion.

### **Consequence 4 Critical incident**

- When a critical incident has occurred Teacher contacts Reception for duty staff to be sent.
- Student is isolated by SLG/at Base (send with work)
- Teacher to log C4 on SIMS and email CL

### ***Base Isolation***

1. This is used in response to a C4 critical incident, missed SLT detention or persistent failure to attend detention, too many C3s issued in a sequence of days or a poor monitoring card the previous day. In most cases this should also result in an after school detention.
2. Inclusion staff will support pupils in their work, and therefore Isolation is seen as a learning environment not just a punitive response.
3. Pupils must be provided with curriculum tasks.

## MANAGEMENT AND TRACKING OF C3/C4'S BY THE INCLUSION TEAM AND SLG

1. 3 DTs in a day – spoken to by LSCW - isolation for behaviour incidents.
2. C4 –LSCW/Director of Inclusion speaks with students ASAP –Teacher who gave C4 contacts home.
3. 2 or more Internal Isolation C4s in a week – Vice Principal speaks with student. LSCW contacts home.
4. 3 DTs in a week – After School DT – Following Thursday. Text message or Phone call home. Logged on Inclusion meeting spreadsheet. Make-up DT on Friday if missed.
5. 5 DTs in a week - a phone call home Learning Support Caseworker and logged in Incident File. Possible isolation for 2 periods. If not on card student offered Base Success Card.
6. Problem persists – Parents invited into school for discussion re. behaviour and incident logs. Verbal confirmation of parental permission of “same day” DTs. Students can go straight to this stage for sudden deterioration in behaviour or serious incident.
7. High Profile students are reviewed regularly by the Governors Disciplinary Committee – these are students at risk of exclusions. Clear targets are set by Governors.
8. Students can be isolated for 2-6 periods due to behaviour incidents or up to 1 to 2 days for respite insolation. This decision is dependent on circumstances and will be made by SLG/Director of Inclusion.
9. Students return to class – If continued poor behaviour – Fixed term exclusions. As part of readmission meeting mentoring, counselling and external agency involvement/multi-agency approach will be discussed if not already in place.
10. SLG - discuss high profile students on a weekly basis. This should be informed by a discussion with the Learning Support Caseworker and Student Concerns raised at weekly Inclusion meeting at the end of the previous week.
11. SLG, Inclusion team track trends in behaviour and recommend rewards (rising stars) through the pastoral teams.
12. Curriculum teams and leaders should analyse trends in C3/C4's and put appropriate interventions (department report cards, phone calls, temporarily moving student's classes) in place and pass named concerns on to the Director of Inclusion in the first instance. LSCWs will update lists to all CL's for students on cards on a half-termly basis (and as needed with additions/deletions)
13. High profile students who are at risk of exclusion can have a 6 week preventative placement arranged at one of the Eastern Area Partnership schools. This is arranged through the Vice Principal.

**CONSISTENT CONSEQUENCE LADDER**

<b><u>LEVEL</u></b>	<b><u>BEHAVIOUR</u></b>	<b><u>STAFF</u></b>	<b><u>CONSEQUENCE(s)</u></b> <b><i>CANNOT BE "WORKED OFF"</i></b>
Warning	LOW-LEVEL	<b>Teacher</b>	1 clear verbal warning before moving to C1
C1	DISRUPTION OF LEARNING	<b>Teacher</b>	Name on board
C2	FURTHER DISRUPTION OF LEARNING	<b>Teacher</b>	Teacher discretion for sanction: Move seat; 1 to 1 discussion; Kept Back ( <i>log on card if applicable &amp; record for departmental meeting</i> )
C3	CONTINUED DISRUPTION <i>Lateness to lesson/Late for school</i> <i>Lack of Equipment</i>  <i>Truancy</i>	<b>LSCW/Duty staff</b>	Break-time detention; Log on SIMS
C4	PERSISTENT DISRUPTION	<b>Curriculum Leaders</b>	Internal isolation  Teacher Logs on SIMS and informs Curriculum Leader
C4	<b><i>SERIOUS DISRUPTION:</i></b> Refusal to hand over phone, swearing at staff, bullying, fighting, racism, Homophobic/transphobic language, Sexually inappropriate behaviour, Improper web usage, etc. <i>Missed SLG DT</i> <i>Persistent Truancy</i>	<b>Director of Inclusion/ Duty SLG</b>	Isolation at Base; Logged on SIMS

## **FIXED TERM & PERMANENT EXCLUSIONS**

### **Fixed Term Exclusion**

Fixed term exclusions are used as a last resort to manage student behaviour. Fixed term exclusions are used as a response to breaches in the School Behaviour Policy, including persistent disruptive behaviour, and where these are not serious enough to warrant permanent exclusion, and other sanctions such as detentions and/or internal isolation are inappropriate or have not been effective.

The school has adopted the standard national list of reasons for exclusion. We refer to this guidance in any decision to exclude a pupil from school.

[www.teachernet.gov.uk/wholeschool/behaviour/exclusions/2008guidance](http://www.teachernet.gov.uk/wholeschool/behaviour/exclusions/2008guidance)

The Principal may exclude a pupil for 1 or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Principal may convert a fixed-term exclusion into a permanent exclusion.

If the Principal excludes a pupil he will inform the parents immediately, giving reasons for the exclusion. At the same time parents will be informed that they can, if they wish, appeal against the decision to the governing body.

For an exclusion exceeding 5 days the Local Authority should be informed.

The length of the fixed term exclusion will usually be:-

- 3 days for initial incidents or serious breaches of expectation
- 5 days for a second breach/incident
- 10 days where significant preparation time is needed for a pastoral support plan using mainly in-school resource and / or the school needs to set a clear example that the behaviour is highly inappropriate
- 20 days where significant additional external resource is required to support an effective pastoral support plan and / or a very serious breach required a very clear additional tariff.

Provision for 6 days and more will be managed by the Eastern Area Behaviour Partnership and partner schools.

### **Readmissions**

Before the readmission the relevant member of SLG and the Inclusion Department will plan appropriate support and monitoring measures. The readmission meeting will involve parents and the student in discussing the incident, clarify any unresolved issues and then focus on the pupil's responsibilities going forward. If a pupil has been excluded for an offence towards a member of staff or student, arrangements must be made so that future sources of conflict are identified and removed.

For all 5 day and above, and some 3 day fixed term exclusions the student and his/her parents will appear before the Governors Disciplinary Sub-committee. The group consists of 3 Governors who will seek to challenge the student and parents about their expectations and reinforce the Behaviour for Learning principles.

### **Permanent Exclusions**

A decision to exclude a pupil permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

There will, however, be exceptional circumstances where, in the Principal's judgement, it is appropriate to permanently exclude a pupil for a first one-off offence. These might include:-

- a) serious actual or threatened violence against another pupil or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug or possession of an illegal drug after a previous drug related offence
- d) carrying an offensive weapon (ie guns / knives / other sharp instruments) with the intention of causing harm.

The Principal will also consider whether or not to inform the Police if a criminal offence may have taken place.

### **Informing the Governing Body and the Local Authority**

The Principal must inform the governing body and the Local Authority within 1 school day of the decision to permanently exclude or an exclusion resulting in more than 5 days exclusion in any one term.

### **Governing Body Review of Exclusions**

- On receiving notice of a permanent exclusion from the Principal, the Governing Body must convene a meeting between the 6<sup>th</sup> and 15<sup>th</sup> school day after the date of receipt of notice to consider the exclusion.
- The Governing Body must invite the parent(s), Principal and Local Authority Officer to the meeting at a time and place convenient to all parties.
- The Governing Body can uphold an exclusion, or direct the pupil's reinstatement, either immediately or by a particular date.
- The Governing Body must inform the parent, the Principal and the Local Authority of its decision within 1 school day of the hearing.
- The letter to the parent(s) must:
  - state the reasons for the decision
  - give the last day for lodging an appeal
  - explain that the grounds for appeal should be set out in writing

The appeal panel and clerk will be appointed by the Academy Trust.

## APPEALS PROCESS

- If applied for by parents within the legal time frame the Academy Trust must, at their own expense, arrange for an independent review panel hearing to review the decision of a governing body not to reinstate a permanently excluded pupil.
- The legal time frame for an application is:
  - within 15 school days of notice being given to the parents by the governing body of their decision to uphold a permanent exclusion or
  - where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to exclusion.
- Any application made outside of the legal time frame will be rejected by the Academy Trust.
- Parents may request an independent review panel even if they did not make a case to, or attend, the meeting at which the governing body considered the exclusion.
- The Academy Trust must take reasonable steps to identify a date for the review that all parties are able to attend. However, the review must begin within 15 school days of the day on which the Academy Trust received the parent's application for a review (panels have the power to adjourn a hearing if required).
- The Academy Trust must arrange a venue for hearing the review, which must be in private unless the panel directs otherwise.
- Where the issue raised by two or more applications for review are the same, or connected, the panel may combine the reviews if, after consultation with all parties, there are no objections.

### Malicious Accusations against School Staff

Where a student has been proven to have made a malicious accusation against a member of the school staff, this may result in appropriate sanctions. This is in line with current government recommendations. The decision on how to proceed should be dealt with sensitively and according to circumstances.

In order not to deter genuine allegations from being made by students, the student found to have made a malicious accusation should:

- be offered confidentiality *and may (according to the circumstances) receive counselling to help identify the reasons why they made the allegation.*

Where a student has been proven to have made a malicious accusation against a member of the school staff, sanctions will be imposed. The Principal will choose an appropriate disciplinary action against the pupil who made the allegation, such as:

- Isolation
- Fixed term exclusion
- Change of teaching groups

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services. If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

Advice should be sought from the Police regarding whether any action might be appropriate against the person responsible if he/she was not a pupil.

## **ANTI-BULLYING PROCEDURES**

### **What Is Bullying?**

*"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying" (Torfaen definition 2008)*

Bullying generally takes one of four forms:

- Indirect being unfriendly, spreading rumours, excluding, tormenting (e.g. hiding bags or books)
- Physical pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal name-calling, teasing, threats, sarcasm
- Cyber - All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera and video facilities

Any incident of bullying must be referred to the Learning Support Caseworker or Tutor in the first instance. Details of the perpetrators actions and the impact upon the victim must be recorded.

The Learning Support Caseworker will develop a strategy for both the perpetrator and the victim. For repeat behaviour or very serious incidents a Pastoral Support Plan will need to be created; this will involve:

- Perpetrator and victim may be brought together to discuss and work through the incident, possibly with peer mentors and contracts may be drawn up or promises made.
- Parents of students involved informed of incident(s) and strategy put into effect.
- Possible consequences of further bullying made clear (procedure repeated, fixed term exclusion).
- Parents will be made aware that the Police will be informed in the case of serious physical attacks either by individuals or by a group.
- For serious incidents the senior member of staff responsible for the year group should be involved and make contact with parents.

### **The Perpetrator**

- The student needs to be taken through the incident in order to make it clear why his / her actions are unacceptable.

- Parents must be invited into school to discuss the incident(s) and the meeting should focus on the pastoral support plan and in particular the parental role within it.
- The plan must recognise that the perpetrator will have needs to be met in order 'that his / her behaviour can be modified'.
- The perpetrator will be closely monitored for a fixed period of time and progress reviewed against targets in the Pastoral Support Plan.

*The following disciplinary steps can be taken:*

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

### **The Victim**

- The student will have a trusted adult as first line of referral, usually the tutor.
- All work with the victim will aim at improving self-confidence, creating adult / peer support and understanding any possible need to change aspects or their own behaviour.
- Parents will be invited into school to understand and support the plan.

### **Prevention**

We will use some or all of the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

- Writing and implementing a set of school rules
- Signing a Home-School agreement
- Holding Anti-bullying assemblies
- Having regular discussions about bullying and why it matters
- Setting up and sustaining Circle Time sessions

## **PHYSICAL RESTRAINT OF STUDENTS**

### **Procedure**

It is not appropriate for staff to use physical restraint. All staff have a duty of care to avoid harm to themselves and to students. It can only happen when all other options have been exhausted and then only by a senior member of staff or someone who has completed the Team Teach training. Should a senior member of staff not be available it may only happen if a risk assessment would show that a student or adult was at imminent risk of serious harm. This advice follows LA guidance.

Restraint should only involve the minimum of force and must avoid injuring the child. The most appropriate manner is to place an arm around the back of the student and steer the student away from the danger. It must never entail dragging or pulling.

## **Recording and Follow Up**

The incident must be recorded and the Principal informed straight away. It should include:

- Duration and nature of any physical restraint used.
- Names of student and staff involved.
- Description of any injury sustained by anyone.

The Principal or a delegated senior colleague must record the evidence from the children and staff involved in or witnessing the incident to ascertain what the context was, was there no other course of action and was the use of restraint appropriate.

Child Protection procedures should be referred to.

Staff who have been called on to intervene physically are likely to be affected by the incident and will need support. This should be provided by senior colleagues.

The child involved will need to be counselled and given the chance to explain his/her actions.

If the Principal (or delegated senior colleague) is satisfied that there was no other course of action available and no school policy has been breached then a brief written report should be:

- communicated to child/parent(s)
- copied and, with the record of the incident, placed in the child's file.

If the school's disciplinary procedure was breached by the child the Principal may need to take disciplinary action against the student.

If the student and/or parent has made a complaint against the teacher and the Principal has concluded that there is substance to this complaint then the school's procedure "complaints against a member of staff" will be followed. If there is a complaint by the parent alleging child abuse arising from injuries sustained by a child during physical restraint, the City Council's Child Abuse Guidelines will be implemented.

## **Assault against a Member of Staff Procedures**

If a member of staff is assaulted by a student, they are expected to make a referral to a senior colleague straight away. The colleague will be offered immediate support and help to deal with their reaction to the assault and to re-establish confidence.

A senior colleague will investigate the incident taking a statement from the member of staff, the student and any witnesses. The Critical Incident procedure and the City Council procedures will be applied.

All assaults must be recorded on the Accident /Near Miss Incident / Assault Form available from the School Office.

A report of the incident will be made by the Principal or Vice Principal and placed in the student file.

The member of staff will be advised to inform the Police of the incident and his / her professional association.

### **Critical Incident Procedure**

In the event of a very serious incident such as a fight, resulting in injury or assault of a member of staff the critical incident procedure will be deployed. This is in order to ensure that decisions reached by the Senior Team and resulting actions are based on the fullest available set of facts.

Those involved in the incident are to each provide an account of what happened. This should be recorded by the investigating member of staff. This would normally be a Curriculum or Pastoral Leader. Should any medical attention or formal assault documentation be required staff should be directed as appropriate.

The investigating member of staff will isolate those involved in the incident. Students will be sent home after giving a statement. When this cannot happen the student will be kept in Isolation or supervised by a member of the senior team.

Parents will be informed that the student will be kept at home for two days in order to allow for a full investigation of the incident and a considered judgment to be made about the appropriate sanctions / next steps required. The Senior Team will make this judgement in consultation with appropriate staff.

### **Screening, Confiscation and Search For Prohibited Items**

Cigarettes, alcohol and illegal drugs are banned from the school site. Pupils should also not bring any weapons (knives, guns, sharp instruments), or anything that can be used as a weapon, on site.

Pornographic material must not be brought on site and any electronic devices, such as phones and iPods that have been used to commit a criminal offence can be confiscated and / or banned.

Staff can search a pupil if they have reasonable grounds for suspecting a pupil has any of the above items. It is not a requirement for the pupil to give written consent for this. This search can include looking in the pupil's bag and locker, and asking them to turn out their pockets.

Staff should make sure two members of staff conduct the search, and it should involve at least one senior member of staff.

Prohibited items will be confiscated and parents/carers and the Police may be informed.

**Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

