

Executive Headteacher: Mrs J McKeown

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Governor approved	14 September 2023	Key person/people	HT
Model policy		Model localised	
Pupil leadership team review		Y / N / N/A	

# Behaviour Management and Wellbeing Policy

## Purpose

The aim of this policy is to set out our expectations for the effective management of Test Valley School. It is based on our aim to provide a safe, secure and caring environment for all. Where all members of the working community possess self-discipline, respect and consideration for others. Test Valley does not tolerate any form of bullying. Be it emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in an appropriate manner.

At Test Valley School we believe in supporting the whole community in its "Pursuit of Personal Excellence" and recognise the need for effective systems to facilitate a safe and orderly environment, underpinned by strong and healthy relationships.

## Principles

Everyone learns effectively, and is likely to achieve "personal excellence", if they accept and understand the importance of partnership. The school recognises that a system of recognition, consequence and restorative work will be effective in encouraging pupils' self-regulation. The school will work in partnership with pupils, families and external agencies to employ its best endeavours in meeting the needs of all children – making reasonable adjustments where necessary and working under the principle that the effective safeguarding and wellbeing of all members of the school community is the school's primary concern with respect to our approach to managing behaviour. Through this policy our aim is to create an effective atmosphere with the emphasis on a culture where we continually strive to develop high-quality teaching and learning and focus on students' success rather than failure. It is an Inclusive policy which is based on good relationships centred on rewards and praise and where the explicit sanctions provide a clear framework of support for all students.

In summary, the Behaviour Policy aims to:

- Promote high self-esteem and foster positive attitudes
- Provide high-quality teaching and learning experiences for all
- Develop students' self-discipline and independence in learning

- Develop consistency in the application of sanctions and rewards
- Provide the opportunities for all students to fulfil their potential
- Encourage all students to recognise and respect the rights of others
- Enable students to be on task and make good progress in their learning
- Promote Inclusion

This policy also links to the schools Safeguarding and Child Protection Policy. It also has direct reference to Keeping Children Safe in Education policy documentation.

### **Praise and Recognition**

Our praise and recognition systems are designed to celebrate the success of all our students. In order to achieve this we wish to recognise, encourage and reward students for displaying positive attitudes and behaviour and for achieving well in all aspects of school life.

The school uses an online system called ClassCharts. This system allows staff to award points to students in recognition for good work, attainment or effort. It also allows staff to record and monitor behaviour issues.

Below are examples of the types of reward offered by the school. The list is not exhaustive but will include;

- Verbal praise
- Telephone calls home to parents or carers
- ClassCharts Points System
- Recognition certificates for consistent good progress, attainment and attendance
- Reward trips - linked to good records of behaviour, attendance and achievement.
- Headteacher award - given for above and beyond behaviours.

It is possible for a pupil to be awarded a positive and negative in the same lesson. If a pupil was working well initially you may have awarded a *Ready to learn*. However, the behaviour may have unfortunately deteriorated. This would necessitate a negative mark and perhaps sanction in the same lesson. It could act as an opportunity to remind the pupil that you are looking to reward them when they do meet your expectations.

### **Ready, Respectful, Safe**

Students are expected to behave in such a way that they are Ready, Respectful and Safe. These are the 3 school rules. An example of how students might show these qualities are:

- To be **READY** - to come to school organised and prepared for the day ahead. With the right equipment, uniform and attitude which will allow them to succeed in their learning.
- To be **RESPECTFUL** - towards each other, the staff, the school itself and their environment.
- To be **SAFE** - to think before they act; to follow instructions for health and safety reasons; to use social media appropriately.

## Visible Adult Consistencies

Test Valley is committed to creating an environment where every pupil can work towards excellence whilst feeling safe. Strong relationships built on trust are at the heart of feeling safe and it is our aim that every member of the school community is committed to this value.

To build strong relationships that enable learning in the classroom every teacher follows the same routine. Every lesson begins with:

1. **Meet & Greet at the door** - Teachers welcome pupils with a smile and ensure they enter the classroom in a positive, calm manner, reminding pupils to take off their coats, get out their equipment and begin working.
2. **Do Now** - A retrieval activity is ready for the pupils to complete in silence to set the right tone for the lesson.

To maintain a purposeful atmosphere and have compliance from everyone Teachers use **Pre-Emptive Strategies**. These include

- **narrating the positive** – “I can see Sarah is silent and ready. Just waiting for two more”
- **considering body position and scanning regularly for compliance** – once pupils working silently, pick the optimal place to actively scan the room and quietly redirect any off-task activity
- **non-verbal cues** – smiles, fingers to lips, walking over to stand near the behaviour, using eyes
- **considering voice** – directing the class as to which ‘voice’ to use when working with a partner/individually/in silence/listening

Staff will deal with any students who are not behaving and following the school rules in a consistent, calm and adult manner. Staff will take personal responsibility to follow things through with students and engage in restorative conversations to rectify issues and rebuild relationships. Staff need to take responsibility for the students in their class and ensure high expectations at all times.

In lessons the class teacher will follow the procedures below with any students whose conduct is hindering their own learning and that of the other students in the class. Each lesson must be treated as a fresh start. The procedures below should be delivered in private, in a non-threatening manner and at eye level.



Remind	pupils of behaviour expectations, name the unwanted behaviour and identify a time when they have previously met expectations. Check if they need any additional support, for example, not understanding the task or not being able to access the work
Warn	pupils in a calm, assertive way, this may include a seat change if the teacher deems this necessary or appropriate. Voices remain calm.
Remove - timeout	if pupils need this. Pupils can speak to the teacher away from others, boundaries can be reset, brief reflection can occur, and a final opportunity is given to reengage with the learning. This should be no longer than <b>3 minutes</b> and only one pupil.

Remove - parked	the duty On Call will be contacted and take the pupil to a neighbouring classroom to complete the lesson. The Classroom teacher to record the event on Class Charts and then arrange a <b>restorative conversation</b> with the pupil as soon as possible after the event.
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Consequences for being parked should include the student returning to see the teacher, for a restorative conversation. This could be held at lunch or break time. The aim is the restorative conversation can be instead of a punishment. You have a responsibility to talk to the child about their behaviour, repair trust and reinforce high expectations for the next lesson. However, if the student fails to attend the meeting, then a Teacher Detention needs to be issued.

The desire of the restorative conversation is to rebuild the relationship between the student and the member of staff and give the student an understanding of how their poor behaviour caused the issue. There is a need for all staff to be consistent in the approach taken when delivering a restorative conversation. Colleagues see that you are committed to managing the behaviour of all children; when you ask for support it is more likely to be provided enthusiastically. All staff need to follow the questions laid out below:

- What happened?
- Who was affected?
- How were they affected?
- What were you thinking or feeling?
- What needs to happen to make this right?
- What will you do differently next time?
- Remind of positive behaviours

### General Points

- Teachers should use every available strategy to help a pupil remain in the classroom. This is the priority.
- Every pupil is different, and some pupils have particular needs that mean following this structure is not straightforward. Teachers need to know their classes, use pupil support plans, and give sanctions that are appropriate to the needs of the pupil, making reasonable adjustments where necessary (particularly for SEND and pupils with SEMH needs).
- Sanctions (detentions, restorative conversations, phone calls home and concerns) must be recorded on Class Charts.
- The Teacher who removed a pupil must follow up this action with a Restorative Conversation recorded on Class Charts.
- Whole-class sanctions should not be given.

### Mobile Phones

Test Valley is a no mobile school. Pupils are permitted to keep them in their possession but must be switched off and kept in their bags. Any phone seen at any time on the Test Valley site once school has begun (8.30am on entering the school site onwards) will be confiscated.

- This includes mobile phones, electronic devices, air pods and earphones.
- If a mobile is confiscated, it will be kept in reception and the pupil can collect it at the end of the day, at 3.20pm.
- Failure to submit a phone when asked will result in the pupil being sent to IE and parents contacted to come and collect the device

## Stepped Sanctions

If the restorative approach does not work then the member of staff, who had to deal with the student's behaviour in the first instance needs to set a Class Teacher Detention. The aim is that this could be served the same, or the next school day. It is paramount that the teacher rings home and speaks to the parent. This is a chance to build a rapport with the parent and gain their support. It might also gain insight into reasons why the student may be acting in such a manner. If an incident is passed to a senior colleague, or a sanction is threatened and not followed through, the student might begin to imagine the original member of staff is not able to manage their behaviour.

It is important when the detention is served that a member of staff works to rebuild the relationship with the student through a restorative conversation. However, if the student fails to attend the Class Teacher Detention, then the Subject Leader needs to address the issue and come up with a solution where they can support the teacher in rebuilding the relationship with the student. If the issue is not resolved, then the student may come to the next lesson with resentment.

It is expected that the majority of low level behaviour issues are kept and dealt with by the teacher or with the support of their department. Obviously there will be times when a student's behaviour warrants a further sanction and the possible steps for sanction are below

Description of behaviour	Action taken	Responsibility
No equipment	Concern logged on class charts and noted on tracker – if 4 concerns in one week 25 minutes detention with tutor	Class teacher / tutor
No tracker	10-minute detention	Tutor
Poor line up behaviour		Tutor
Late to lesson		Class teacher
No PE kit		Class teacher
Continual disruption in a lesson		Class teacher
Lack of effort in work		Class teacher
Missing a restorative conversation		25-minute detention
Poor behaviour during social times	Year Leader	
Inappropriate language	Class teacher	

Repeated or serious disruption of learning		Class teacher
Rudeness or defiance		Class teacher
Continual lack of effort in work		Class teacher
Use of phone in school lesson	Phone confiscated, sent to reception to be collected at the end of the day and 25 minutes detention	Class teacher
Missing a 25 minute detention	50-minute detention – This will be a loss of Break and Lunch time	Year or Subject leader
Extreme disruption or defiance		
Destruction of school property including graffiti and vandalism		
Truancy from lesson		
Regular use of mobile phone in school		
Smoking or vaping or having them on your possession		
Swearing, inappropriate language to staff		
Dangerous behaviour		
Persistent disruption/defiance – covering a minimum of 2 lessons		
Continual refusal to follow staff instruction		
Deliberate involvement in or instigation of conflict		
Serious and persistent disruption to the smooth running of the school	Fixed term exclusions	Head teacher
Threatening or becoming aggressive to a member of the school community.		
Sexual Harassment, including online sexualised comments and/or requests for explicit photos		
Racist, homophobic, or discriminatory comments		
Bringing / consuming alcohol on site		

Continual disruption to Internal Exclusion		
Bringing the school into disrepute		
Gaslighting, Hazing or performing initiations to groups		
Inciting violence		
Burglary - (definition- deprive the school of any property through theft or breakage)	At risk of Permanent exclusion	Executive Head
Sending explicit photos of yourself or sharing explicit photos of other children		
Committing sexual violence, such as rape, assault by penetration or sexual assault		
Physical harm caused by assaulting a member of staff		
Assault of another student that leads to physical or emotional harm		
Have in your possession or distribute substances including all cannabis based products and legal highs and paraphernalia associated with this.		
Repeat offences resulting in an accumulation of exclusions		
Having in school, or carrying on your possession any weapon that could be used to threaten or harm an individual, including knives of any kind.		

This is not an exhaustive list and there may be other situations when a judgment is made that an appropriate sanction is needed

### Sanction Guidelines

Students don't have to move up the 'steps' for sanctions if their behaviour falls into a high category. Below lays out who you need to inform and how to set a sanction

Step	Suggested length	Responsibility and recording
Restorative conversation	2 – 5 minutes	Logged on class charts by teacher

Class teacher detention	10 minutes	Logged on class charts by teacher, contact home.
Subject or year leader detention	20 minutes	Logged on class charts by teacher, speak to department lead, contact home and speak to parents.
Centralised detention	Break – 25 minutes	Year Leader, subject lead or SLT only to place student in centralised detention and logged on class charts. These can be set separately or together. Class teacher or Year Leader to contact home to discuss any ongoing issues
	Lunch – 25 minutes	
IE	Can be from 1 lesson up to 1 day, including break and lunch	SLT will discuss students at the end of the day, if not discussed throughout the school and logged on class charts by SLT link. Year Leader to contact home at earliest opportunity
Fixed Term Exclusions		Head teacher decision, or deputy if not in school. Internal paperwork completed, parents informed at earliest convenience and information sent to County
Alternative timetable	This could be a part time timetable or afterschool provisions of 3:00 -5:00pm learning, on or off site.	SLT meeting, parent meeting, timetable adapted/modified. Meeting with parents, information logged with County where applicable and reviewed at least every 6 weeks
Permanent exclusion		Executive head teacher decision, after investigation.

### Sanctions – further information

#### Detentions

If a pupil attends a detention, but their behaviour during the detention is disruptive, or they use their mobile phone, parents will be informed, and they will be required to repeat the detention.

#### On Call

The use of On Call should be used when all other avenues have been explored, or the behaviour being witnessed is extreme or has an impact on the safety of the students or staff. It is paramount that On Call must be contacted only by the Department Leader or next senior member of staff in the vicinity. Or send a responsible student to reception who will inform the member of staff on call.

- Abusive swearing at staff
- Possession or use of an illegal substance



- Any physical assault by one student on another
- Violent fight in and around the school
- Physical violence to staff
- Repeated refusal to do what the Achievement Leader asks
- Missing from lesson, truanting

On arrival to the lesson, the member of staff On Call will ascertain the situation and will try to diffuse the situation to allow the learning to continue. In some cases, it may be necessary to remove the student and park them in another classroom for the rest of the lesson. It is important that the teacher whose class the student is from completes the behaviour log on ClassCharts, sets a sanction and contact home.

If appropriate, at the end of the lesson the member of staff On Call will bring the student back at the end of the lesson for a very short restorative conversation with the member of staff where the problem arose. This ensures that the student is aware they have to make amends and a further sanction may be forthcoming.

### Internal Exclusion

- Parents will be informed if their child is to be placed in IE through class charts and a phone call home at the earliest opportunity,
- If any incident occurs above this where a pupil needs isolating they will be placed with a member of SLT or KS Lead.
- Pupils will receive a score for each lesson whilst in IE 1 – tried hard and polite, 2 – did as we expect 3 – rude and/or not completing work therefore will need to repeat the lesson, 4 – SLT intervention to decided next steps, which could be repeating a day or a fixed term exclusion. This could be for disruption, being disrespectful or continual disruption throughout the day.

If a pupil is placed in IE they will:

- Attend their normal tutor first, to be registered.
- Hand in their mobile phone upon entry to the room and receive it back at the end of the day.
- Work in silence during lesson time
- Have opportunities to use the toilets and be taken to the canteen.
- Spend break and lunchtime in IE but will be allowed to talk.

If IE is closed, any pupil who commits a dangerous/illegal behaviour that warrants IE will be isolated with a member of SLT

### Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated / deputy safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items such as knives, weapons, illegal drugs, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Exclusions – fixed term and permanent**

Only the Executive Headteacher, Headteacher (or, in their absence, the Deputy Headteacher who is acting in that role) can suspend a student and this will be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently (expelled). A fixed period suspension does not have to be for a continuous period. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. During the Fixed Term Exclusions work will be provided to complete at home, at the end of the exclusion parents will be invited to attend a reintegration meeting with the student where a range of measures will be discussed to enable the pupil's successful reintegration, which could include

- Daily contact with a designated pastoral professional in-school;
- Use of a report card with personalised targets leading to personalised rewards;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

- The principal legislation to which this policy relates is:
- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006;
- The Education Act 1996; and 7
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

### Permanent Exclusion

. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

## **Students with complex needs**

There will be a number of students who have complex needs that necessitate an individual support plan called a Pupil Passport. These plans are often given more precise advice on how to meet the needs of individuals. Whilst expectations are ultimately the same for all students, the journey on that route is personalised with small steps. Students may have personalised rewards and consequences built into their plans. At regular intervals during the school year, these plans will be reviewed and if necessarily amended.

### Reasonable adjustments

The school believes strongly in inclusive practice and makes reasonable adjustments for all pupils, those with Special Educational Needs and those with protected characteristics. In respect of this behaviour policy and in alignment with the SEN policy, reasonable adjustments may include (although are not exhaustive) the following:

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- adult assistance.
- Adaptations/tools to support communication (such as visual aids);
- Use of time-out cards.
- Adaptations to the timetable.
- Adaptations to pupil groupings.
- Additional mentoring.
- Contact with parents/carers during the day.

- Variations in the application of uniform policy where it is significant in overcoming a barrier
- Changes to seating plans in class or methods used to facilitate interaction and reduce anxiety.
- The use of report cards/communication books and other tools for home/school liaison.
- Additional meetings with parents and carers.
- Inviting parents/carers to support events in school.
- Support from external agencies where available.
- Use of risk assessments.
- Specific risk assessments for children for whom social distancing is particularly challenging.
- The school will take positive action to enhance the inclusion of groups of pupils who may otherwise be facing barriers to participation- such as through the use of Pupil Premium funding.

Test Valley School defines reasonable adjustments as those which are practically possible taking in to account the following:-

- The resources of the school – including financial and access to external agencies (such as CAMHS);
- The practicality of the adjustment.
- The interests of other and future pupils.

The likely impact of such adjustment. In every case, reasonable adjustments do not override the school's primary duty in safeguarding and ensuring Health and Safety ('Equality and Human Rights Commission: Technical Guidance 2014'). The application of a reasonable adjustment will be evaluated in terms of the likely impact and within the scope of the efficient education of all children.

## Bullying

It is an unfortunate truth that bullying exists in all schools. At Test Valley School we recognise that the problem of bullying exists and work hard to ensure that where it is detected, it is dealt with swiftly and effectively. Supporting students, parents and staff in dealing with incidents of bullying is central to our school's ethos.

Bullying can take many forms, including emotional, verbal, physical, online, homophobic, racial or sexual bullying. Any incident will be dealt with in an appropriate manner.

### School Procedures

Test Valley School does not ignore suspected bullying. We listen carefully to accounts of what has happened from all those involved. We realise that several people saying the same thing does not necessarily mean they are telling the truth. Staff at Test Valley School seek to solve problems, issue sanctions where appropriate, work on changing bullying behaviour and to follow up incidents that have been reported and check that the bullying has not resumed.

Staff are aware that incidents of bullying need to be dealt with sensitively and that those reporting incidents are made to feel safe and secure. Students are encouraged to report incidents to a member of staff of their choice. When reporting an incident, students may be accompanied by a parent or friend. Students are sometimes scared to report incidents because of future repercussions. We make it clear that students reporting incidents can remain anonymous and our staff receive training on how to deal with this. Any action that the school decides to take is discussed with the person reporting the incident.

All staff, governors and students are aware that any form of bullying should be logged, investigated, recorded reported, acted upon and followed up.

### What does this mean?

- Logged – a member of staff will record down the main facts of the incident; this will include witness statements and details will be recorded on Cpoms
- Investigated – the relevant Year Leader or one of the pastoral support team will investigate further to establish the facts.
- Recorded – if the incident is found to be homophobic or racist, details are written on an official County incident reporting form. A copy of this form has to be returned to the Local Authority and details of any racist incidents are reported to the governing body at their next meeting.
- Reported – a phone call will go home to the parents/carers of the perpetrator informing them of the incident and of any sanctions put in place as a result. The perpetrator will work with our pastoral team to change their behaviour. If the incident is serious, or has occurred before, the parents will be expected to come into school to discuss the matter along with their child. During this meeting any action that the school decides to take will be explained to the parents.

### Possible School Actions

- Verbal warning
- Restorative conversation where we try to resolve the issue
- Parent informed and asked to come into the school to have a meeting with a senior leader
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

### **Guidance documents sourced to write this policy;**

1	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/behaviour-in-schools-guidance">Behaviour in schools guidance (publishing.service.gov.uk)</a>
2	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement">Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)</a>
3	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/keeping-children-safe-in-education-2022">Keeping children safe in education 2022 (publishing.service.gov.uk)</a>