



Child behaviour, discipline and Anti-Bullying Policy

September 2022

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Spencer Academy for this Policy.

It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.

Date of issue: 1st September 2022

Review date: 1st September 2023

Created by: Euan Holden

Signature: _____

Chair of Governor signature and date of approval:

--Please note that this policy is to be read in conjunction with our Equalities and
Accessibility Policy--

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1.0 INTRODUCTION

At Wyndham Spencer Academy, we aim to create a positive, happy and caring environment where pupils behave with consistently high levels of respect for themselves, others and the community so that all of our children are able to make the most of their education and achieve their personal GREATness. Using a consistent, positive approach to behaviour management, relying heavily upon building positive relationships through positive interactions (as outlined in the EMR³ method in the EEF Guidance Report for Improving Behaviour in Schools), children develop strategies to support their emotional regulation, behaviour and self-control so that they develop positive attitudes and commitment to their education.

The EMR³ method focuses on Establishing, Maintaining and Restoring relationships ensuring children feel valued and are given opportunities to reflect on and improve behaviour choices.

We have sky-high expectations around behaviour for all of our pupils and staff and ensure they are all treated equally in the delivery of this policy, ensuring children have respect for themselves and others and develop into responsible citizens that are able to thrive in the world around them.

1.1 The EMR³ Method

Whilst the EMR³ Method involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship, it is used to support all learners at Wyndham and is evident throughout the strategies used to promote exceptional behaviour and attitudes with all pupils. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

Establish – Intentional practices to cultivate a positive relationship with each student (i.e. building trust, connections and a shared understanding)

Maintain – Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)

Restore (R³) – Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Improving Behaviour in School: Guidance Report. Education Endowment Foundation

Within school, we aim to provide a stimulating and supportive environment where high standards are set and even small achievements are celebrated. We endeavour to develop the self-esteem and confidence of all pupils, ensuring to the best of our ability that none of our children experience a sense of failure.

The children's work is valued, and effort is recognised and rewarded. The children are taught to respect all members of the school community and their property.

We recognise that the ethos of the school depends upon the quality of the relationships within it. Adults endeavour to present good models of behaviour thus creating an atmosphere of mutual respect.

2.0 SCHOOL EXPECTATIONS

All stakeholders within school (Governors, staff, pupils and parents/carers), agreed to five GREAT expectations which help to promote a positive culture for behaviour and attitudes throughout the school day and create well rounded citizens ready for their next steps in education. These GREAT expectations are living and breathing throughout school, ensuring children understand how to demonstrate our Wyndham values at every opportunity.

2.1 The GREAT Expectations

- **Good to talk, even better to listen**
- **Respect myself, others and the community**
- **Enjoy and achieve safely**
- **Able to make mistakes and learn from them**
- **Together we aim high**

Respect is a crucial element to our Wyndham Values and behaviour policy and this is even more important to all stakeholders during the Coronavirus pandemic and subsequent plans that have been implemented to ensure everyone's safety with the return of all pupils. There will be an increased focus on the core expectation '**Respect myself, others and the community**' with the following areas being emphasised as a result of the pandemic:

Respect myself: wash my hands/use hand sanitiser every time I enter school, wash hands more frequently than usual and maintain good personal hygiene, maintain beautiful behaviour and have an awesome attitude

Respect others: use the 'catch it, bin it, kill it' mantra when sneezing or coughing, use allocated toilets/hall space/outdoor play spaces when asked and required, follow the school rules to keep everyone safe

Respect the community: arrive to school at the allocated time, be mindful of others and their needs when entering school

3.0 OUR POSITIVE, RELATIONAL BEHAVIOUR APPROACH

Behaviour is everyone's responsibility in school and aligned closely to our Trauma Informed Attachment Aware Approach in which we see relationships as the key to supporting our children to display exceptional behaviour and attitudes.

A variety of systems and rewards are in place to promote exceptional behaviour and given to children who display the GREAT expectations, thus creating a climate of positive behaviour where children, staff and parents/carers feel respected and respect each other. Staff are encouraged to actively reward positive behaviours as well as challenge undesirable behaviours as soon as they see them in line with the guidance within this policy.

3.1 CPD for behaviour

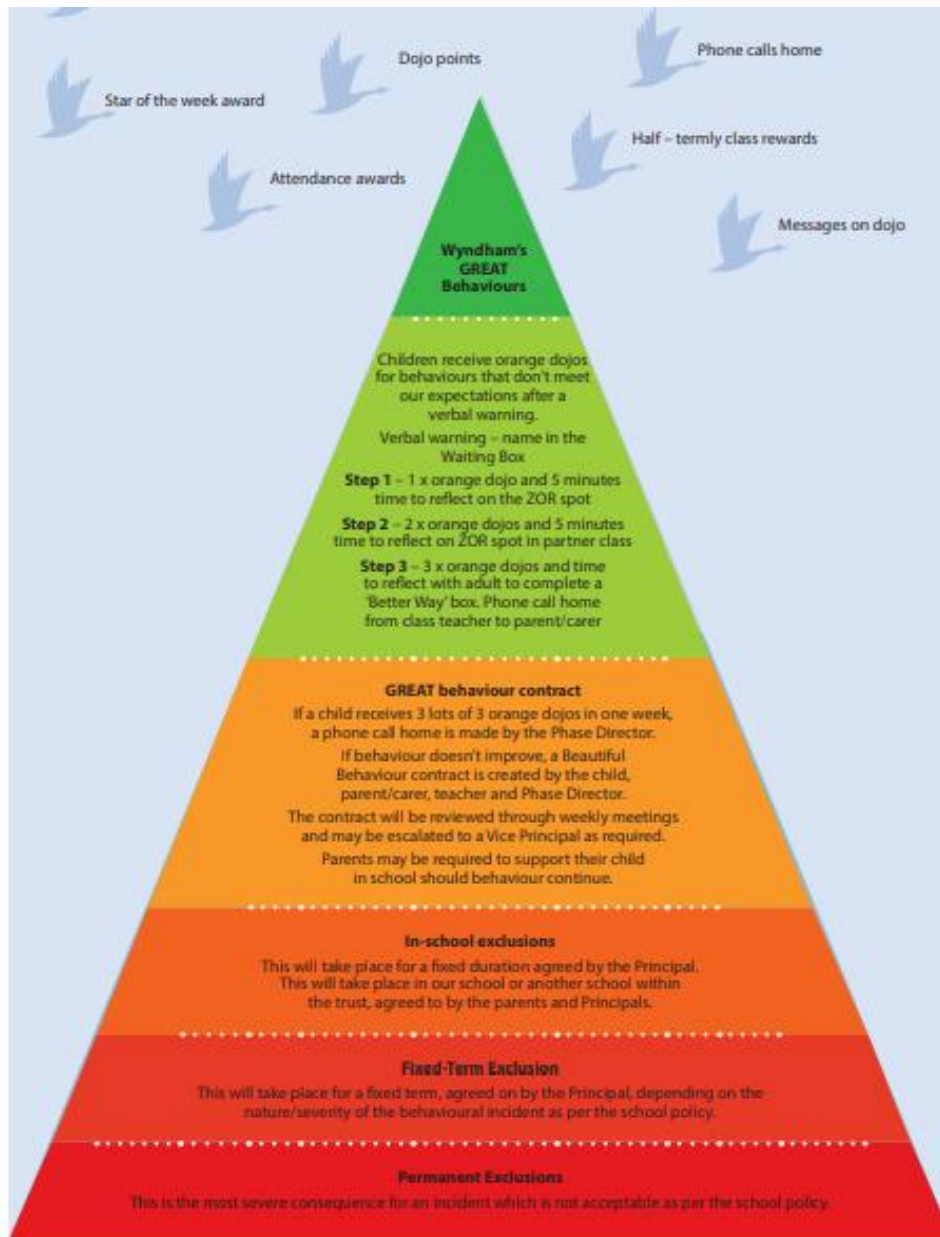
Staff receive regular training to support them in implementing a consistent approach to supporting beautiful behaviour. As part of the induction process, all staff spend time with a senior leader to talk through all elements of the behaviour policy and discuss its implementation. The first Monday

briefing of every half term is dedicated to interrupting the forgetting around behaviour strategies and systems, with content reflecting the current needs within school. This is lead by a Vice Principal.

3.2 The Wyndham Behaviour Mountain

The Wyndham Behaviour Mountain is an overall summary of the behaviour system used to promote exceptional behaviour within school. It displays the system of rewards for children who consistently display **GREAT** behaviour and the system of consequences and support for those who do not show consistently **GREAT** behaviour yet.

The Behaviour Mountain



3.3 Wyndham's GREAT Behaviours

To promote positive behaviours in school it is paramount that staff reward and celebrate children who display GREAT behaviours.

Day to day, Children receive 'Green Dojo Points' linked to our GREAT expectations: Good to talk even better to listen, Respect myself, others and the community, Enjoy and achieve safely, Able to make mistakes and learn from them and Together we aim high. Staff reward positive interactions, learning behaviours and effort and achievement throughout the day and these are recorded on the Class Dojo system against their name. One green dojo is given for good work/effort and two green dojos may be given for something deemed exceptional by the member of staff. 'Class Dojo', a monster themed computerised system (<https://www.classdojo.com/>) is used to record the behaviour throughout the day which totals children's behaviour points over a period of time. Teachers use 'Class Dojo' as a communication platform to encourage pupils, and to engage parents/carers too. Both parents/carers and children can monitor their behaviour at home using their tablets or phones and a specific code given to them by school staff.

Green dojo points, linked to the GREAT expectations, may be given out for any of the following reasons:

Playground

- Ensuring everyone enjoys play time
- Sharing playground resources
- Learning to resolve issues independently
- Being a role model
- Making the right choices
- Including all and playing with children you wouldn't normally do
- Lining up correctly at the end of play or lunch time

Dining Hall

- Collecting and tidying away cutlery
- Helping others
- Picking up anything dropped
- Respecting adults and other children
- Trying new foods

Classrooms

- Cooperating with others
- Showing resilience and not giving up
- Using blogs to rewind learning
- Effective articulation of learning
- Challenging yourself and others
- Treating everyone and everything with respect
- Taking ownership of learning
- Explaining your own learning
-

Assembly

- Sitting sensibly
- Displaying respect
- Listening carefully to whoever is talking
- Being a role model
- Walking into or out of assembly quietly and carefully

Transitioning around school and outside of school

- Walking sensibly
- Walking quietly
- Holding doors open for others
- Displaying the Wyndham Values

3.4 Rewards for GREAT Behaviour

Termly GREAT Assembly

At the end of half term, all pupils are rewarded in a GREAT assembly with their Phase or Year group. The total number of Dojo Points is calculated for that term with every child receiving a 'Dojo Certificate' that reflects their achievement.

- If children gain over **100-149 points** they gain a **ruby certificate**
- If children gain over **150-199 points** they gain a **sapphire certificate**
- If children gain over **200-249 points** they gain an emerald **certificate**
- If children gain over **250 points** they gain a **diamond certificate and are entered into a draw to win an exciting prize!**

Other rewards for positive behaviour include:

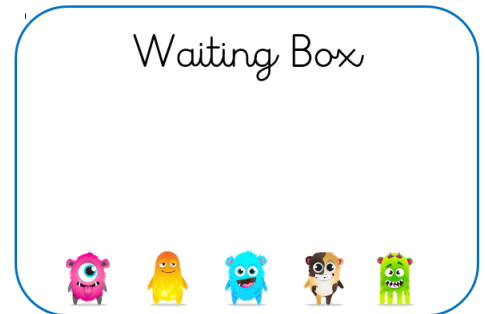
- Kindness Cards are given to children who display kindness throughout school. Once a child receives 10 kindness cards, they exchange these for a trophy to display on their desk to show their kindness and a small reward. They are also invited to the end of half term 'Kindness Party' in which all children that have received a trophy attend.
- Weekly GREAT Champions are chosen who consistently show the desired GREAT expectation for that week. Children receive a **G, R, E, A or T** certificate depending on which expectation we are celebrating. We also recognise children that consistently display the GREAT expectations by giving them a GREAT Champion certificate. These are recognised in our weekly GREAT assembly with their parents/carers invited in to celebrate with them and share their success.
- Sharing their learning with other members of staff, including Vice Principals and Principal.
- Positive Postcards are sent home to share GREAT learning.
- Attendance rewards are given to both individuals and classes on a weekly basis.
- Positive Phone Calls home are made by members of staff.

3.5 Orange for Opportunities

When children do not demonstrate **GREAT** behaviour, staff use 'Class Dojo' to issue an 'Orange Dojo Point' which takes away a point from their total number of 'Dojo Points'. The following system is used to support children who are not yet showing great behaviour as outlined within the 'Wyndham Behaviour Mountain':

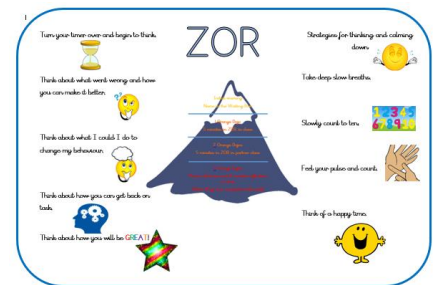
1. **Verbal Warning and reminder of desired behaviour** = Name in the Waiting Box in the classroom

The 'Waiting Box' (shown here) is a visual reminder for children, evident in all classrooms, that their behaviour has not been **GREAT** and that something needs to be done differently to improve this. It gives children a chance to reflect on their behaviour choice and staff members can use this as a prompt to re-engage children into positive behaviour choices.



2. If negative behaviour choices continue, a child receives their **First Orange Dojo = 5** minutes 'Reflection Time' within the classroom on the 'Zone of Reflection' Spot (ZOR Spot).

The ZOR Spot is an identified space in each classroom with a timer and visual poster (shown below) to support children in reflecting on the choice they have made with their behaviour. Staff members should use this reflection time to check in with the child that is on the ZOR spot to reconnect with the child and begin to restore the relationship as outlined within the EMR³ method. This reconnection is paramount to the success of our children changing their behaviour in the future, giving them support to reflect on what they could do to calm and ensures they never feel 'given up on' despite a poor behaviour choice.



3. If negative behaviour choices continue, a child receives their **Second Orange Dojo = 5** minutes 'Reflection Time' within a partner classroom on the 'Zone of Reflection' Spot (ZOR Spot). This has to be the partner class to ensure children remain within their own nest at all times.

Similarly to the ZOR Spot within a child's own classroom, when a child is sitting on the ZOR Spot in a partner class, staff within the different room should reconnect with the child and support them in what they are going to do differently when they return to their original classroom.

4. If negative behaviour choices continue, a child receives their **Third Orange Dojo = 15** minutes 'Reflection Time' at the next break or lunch time with an adult to complete a 'Better Way Box'. Parents/carers are informed of this through either a face-

[A Better Way] Box

Name: _____

☹️ What behaviour was not GREAT?

😊 What would have been a better way?

to-face interaction at the end of the day or a phone call home and the incident should be recorded on CPOMS.

After receiving three orange dojos in a morning or afternoon, a child must spend time completing a 'Better Way Box' (shown below) with the adult in which the behaviour has occurred with. A 'Better Way Box' gives the child time to reflect, with adult support, and begin to repair the relationship with the adult in which behaviours have occurred. In a 'Better Way Box' children draw or write the behaviour they have displayed that is not GREAT and then with adult support reflect and decide what would have been a better way to react to the given situation. This allows our pupils to create new schema and behaviours in responses to certain situations thus hopefully giving them a better way to behave next time. It is crucial for our children to reconnect, repair and restore relationships at the earliest possible convenience to ensure that their behaviour choices can improve as quickly as possible.

A copy of the 'Better Way Box' is kept in class and one is given to a Vice Principal, to ensure any repetition of behaviours can be picked up swiftly.

Orange dojo points are issued for all behaviours that don't meet our sky-high GREAT expectations. These may include:

- Disrespect to adults or children
- Disrupting learning
- Not following instructions
- Damaging property
- Violence
- Threatening behaviour including bullying
- Leaving the classroom without permission
- Not showing respect around school

If a child receives **three orange dojos in one week**, a phone call home is made by a Vice Principal to share with parents/carers that there are some concerns around the behaviour of their child and to see if there is anything that has changed in the world of the child.

If a child receives **three lots of three orange dojos in one week or if there are persistent orange dojos being issued**, a phone call home is made by the Associate Senior Leader to share that the child's behaviour is not acceptable and explain that further negative behaviour choices will result in a 'Beautiful Behaviour Contract' being implemented for the child.

Any child who deliberately spits at or coughs on another child or adult will receive three orange dojos immediately and a phone call will be made home at the earliest possible opportunity.

3.6 Beautiful Behaviour Contracts

If the behaviour of a child doesn't improve even after a phone call from the Associate Senior Leader, a meeting with the child, parents/carers, class teacher and the Associate Senior Leader will be called to initiate a 'Beautiful Behaviour Contract' (example templates below).

During the meeting, staff, parents and carers and the child will discuss the reasons for the need for a behaviour contract and identify the behaviours that are needed to be more evident. Support and provision will be identified within this meeting to provide clarity to all parties and ensure the

child understands the expectations. Collectively, two positively phrased, achievable targets are created for the child to work on with rewards and consequences for both school and home identified to ensure everyone is working together to support the child to improve their behaviour. A success criteria will also be created collectively to ensure the child understands what they need to do in order to achieve their reward. An example of a target may be; *to have positive interactions with staff members on 18/25 occasions.*

Behaviour Contract meeting template:

GREAT Behaviour Contract

Name: *Child's name*

Reasons for behaviour contract	
<ul style="list-style-type: none"> <i>A series of bullet points explaining what behaviours are presented by child</i> 	
What does GREAT behaviour look like?	
<ul style="list-style-type: none"> <i>What behaviours we would like to see</i> 	
Consequences for not being GREAT	
<ul style="list-style-type: none"> <i>Paying time back with teacher with 'Better Way' box completed</i> <i>Parent/carer to support in school</i> <i>In school exclusion</i> <i>Fixed term exclusion</i> 	
Supportive strategies	
Provision	Key adults
<i>What are we doing differently to help the child to show GREAT behaviour</i>	<i>Which adults will help</i>
Signed	
	Child
	Parent/Carer
	School
Reviews	
	Date started
	Review date

Child Behaviour Contract template:

My school is GREAT because I am part of it.

<i>Target 1:</i>	
<i>Target 2:</i>	
<i>Rewards for achieving the targets...</i> At home - In school -	<i>Sanctions for not achieving the targets...</i> At home - In school -

	Morning	Break	Lunch	End of Lunch	Afternoon
<i>Monday</i>					
<i>Tuesday</i>					
<i>Wednesday</i>					
<i>Thursday</i>					
<i>Friday</i>					

‘Beautiful Behaviour Contracts’ are reviewed weekly at a time convenient for both parents/carers, the teacher and the Associate Senior Leader. These meetings review the targets set for the previous week and share successes and areas for development for the upcoming week. Copies of all behaviour contracts should be kept by the class teacher, given to parents/carers and given to the Vice Principal to monitor.

After implementation of a behaviour contract, if there are **three successful reviews** in which targets are met the behaviour contract is stopped and the impact is shared with the Senior Leadership Team.

After implementation of a behaviour contract, if there are **two unsuccessful reviews** in which targets are not met and no improvement in behaviour choices is seen, a Vice Principal will join the weekly behaviour contract meeting to escalate the concerns further. Should there be no improvement, the Principal will join the meeting to discuss the behaviour and next steps for the child.

3.7 Further consequences for poor behaviour choices

Should it be deemed necessary, there are additional consequences for children displaying negative behaviour choices or extreme behaviours. These are only considered, after speaking to multiple stakeholders involved in the de-escalation process for behaviours, and are not decisions taken lightly by school leaders. These may include:

- Parents/carers being asked to support their child in school
- In school exclusion in a different class within our school
- In school exclusion within one of our partner Trust Schools

- Fixed term exclusion for a fixed period of time
- Permanent Exclusion from school

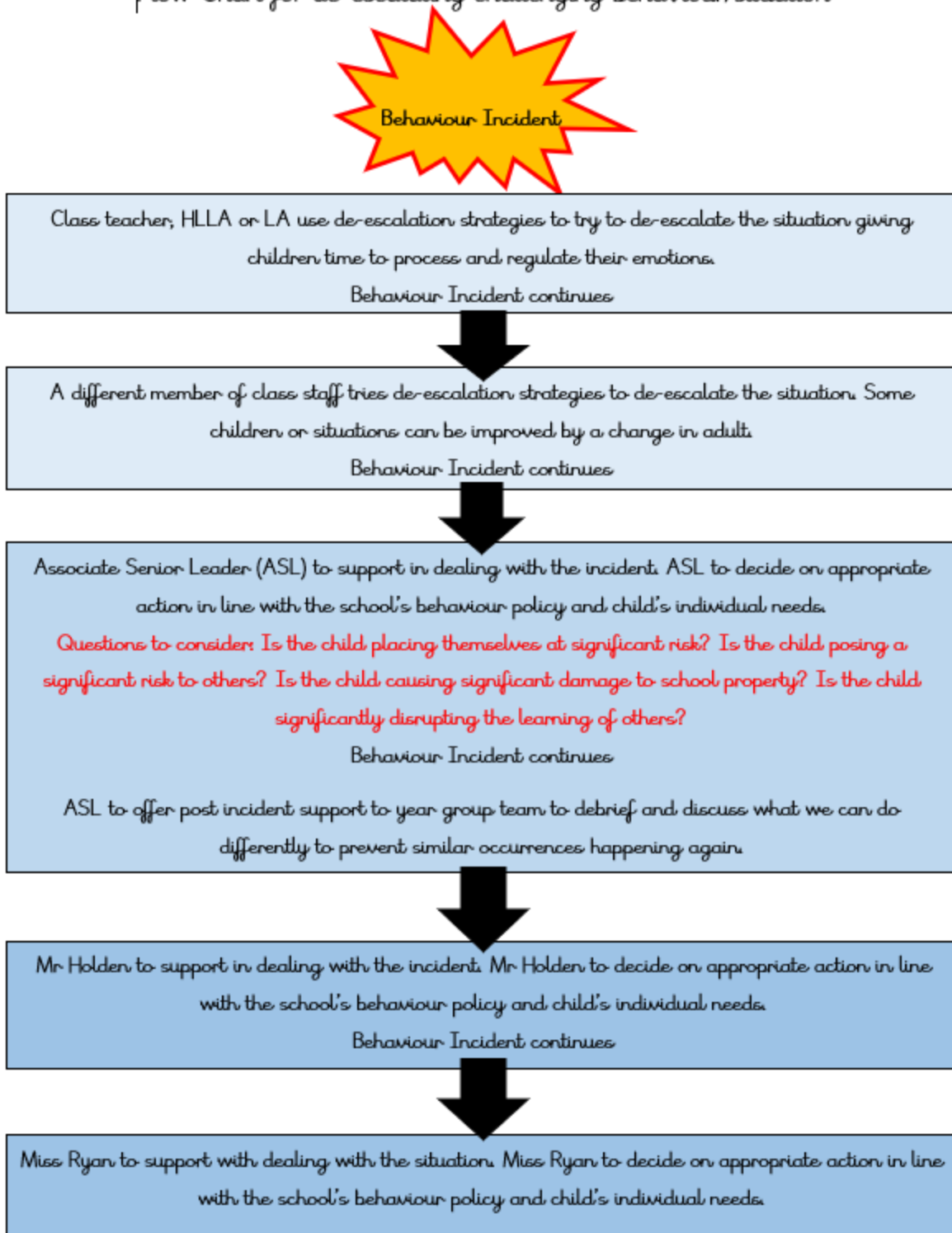
If it is deemed necessary that a child receive an exclusion of any sort, it is paramount that it is decided what will be different for that child when they return to support their reintegration back into class or school. This will occur within class and phase teams for children having in school exclusions and as part of the reintegration meeting on the first day back for a child receiving a fixed term exclusion.

4.0 SUPPORTING AND DE-ESCALATING CHALLENGING BEHAVIOUR

Staff are trained to actively challenge and resolve incidents of undesirable behaviour as they arise to sky-high expectations around creating beautiful behaviours and attitudes and ensure incidents are dealt with immediately. It is the professional duty for all staff to challenge all incidents of negative behaviour to create a culture where behaviour is everyone's responsibility, linking closely to the teacher standards.

Classroom teaching staff are responsible for supporting the children's behaviour within their class as they know their children the best. Incidents of negative behaviour in classrooms are infrequent but when incidents do arise there is a clear flow chart to follow as shown here:

Flow Chart for de-escalating challenging behaviour/situation



4.1 Areas of school to support with de-escalation of behaviour

Throughout school there are areas that can be used to support when a child needs some time to regulate their emotions or de-escalation of behaviour is required. During the need for nests to remain isolated from each other, these will be allocated for one nest each based upon the needs within each cohort and constantly reflected upon by SLT, Associate Senior Leaders and class teams to ensure that each nest has the required space to support in creating beautiful behaviours and awesome attitudes.

The spacings are allocated below (but are subject to change dependent on the needs within cohorts at any given time).

Intervention room next to Year 2 – Year 2

Between the year 3 classes – Year 3

The Cove – Year 4

Intervention room next to Year 5 – Year 5

Sensory Room – Year 6

Should staff feel the need for an identified space being allocated for their year group, this should be communicated with their Associate Senior Leader who will share concerns and discuss this in a Senior Leadership Team meeting to identify next steps to support.

4.2 The Pastoral Team

The Pastoral Team work to support children in understanding their emotions, developing resilient children with high levels of emotional literacy. This team is led by Katie McCabe, an Associate Senior Leader, and comprises a team of staff that support the well-being and emotional regulation of our children. Meeting fortnightly, the team look at a range of measures, including ACES and Leuven Scales, to identify children for support and adapt provision accordingly. A termly Pastoral newsletter shares strategies to support children and adults with all stakeholders of school, including parents/carers. A termly Pastoral offer is created to support children with their emotional development and mental well-being.

4.3 Parents/carers

It is vital to the success of supporting children's behaviour that parents/carers are involved at all times to both support with expectations, challenge undesirable behaviour and ensure consistency between home and school. Parental and child voice is crucial to ensure success and creating a team to support the child often helps to ensure improvements are seen swiftly. On occasions where a child exhibits repeated inappropriate behaviour parents are asked to co-operate in promoting strategies for improvement, e.g. coming into school to support their child, home/school reward charts, home/school logs, regular meetings with class teachers and behaviour contracts.

4.4 Supporting children with ongoing concerns

Children with ongoing concerns will be discussed in the Team Around the Child (TAC) meeting which are held on a weekly basis. TAC meetings include the school's DSLs (Suzannah Hemmings, Kirsty Whiting and Euan Holden) During TAC meeting, individual children will be discussed and actions created to support them in improving their choices around behaviours displayed. The school's safeguarding policies and procedures are also reviewed to ensure the practise of all staff is exceptional and safeguarding is the priority. These are then reviewed at the next meeting to ensure improvements are swift and issues are resolved at the earliest possible opportunity.

5.0 USE OF POSITIVE HANDLING

Our whole school behaviour policy involves all adults working within the school. A small number of staff have been trained in the use of positive handling. These include Euan Holden, Luke Knight, Juliet Weston, Caroline Herrington and Hayley Hancock. Recommended forms of positive handling will be used in exceptional cases when the safety of pupils or staff is put at risk. Staff trained in positive handling have annual refresher training to ensure their practise is up to date.

In exceptional circumstances, there may be a requirement to use force to restrain a child or remove a child from an unwanted situation, to prevent harm to themselves or other children, or to reduce the risk of damage to property or to prevent the disruption of children's learning.

When faced with increasingly challenging behaviours to reduce the chances of a physical restraint, other children should be removed from the room/space to make it safer rather than the stressed child if that is easier and likely to de-escalate a situation quicker. Entrances/exits should not be blocked, unless a child is likely to cause further harm from leaving a room, as this puts you at risk of injury or further stress for the child involved.

Before the use of force is considered, three questions should be asked;

- Is the child/young person at risk of or causing harm to themselves?
- Is the child/young person at risk of or causing harm to someone else?
- Is the child/young person at risk of or causing significant damage to property?
- Is the child seriously disrupting the learning of others?

Any incident of positive handling will be communicated with the parents/carers of the child and recorded on CPOMS on the day of the incident. Within 24 hours of a positive handling incident, post positive handling check ins will be made by a member of SLT with the child/children and staff members involved to check for the requirement of subsequent support.

The positive handling team meet on a three-weekly basis to practise recommended positive handle holds and to review any incidents where positive handling has been deemed necessary. Any incidents of positive handling are reflected upon, focusing on the lead up to an incident, what was tried prior to a positive handle being deemed necessary and what happened after the incident. These are quality assured by Euan Holden (Vice Principal) and Kirsty Whiting (Principal).

5.1 Guidance on the use of force

If the answer to the any of the above questions is yes, the use of force and a physical restraint/escort may be necessary. Anyone can perform a physical restraint but the force must be proportionate and reasonable. Guidance on the use of 'reasonable force' in this situation is provided at Appendix 1 and must be strictly adhered to by all staff authorised to use reasonable force in the school.

If a physical restraint is required, radio for support immediately and someone who is trained in physical restraint will support. A child may require moving to a different space to de-escalate a situation. If so, a trained person should use a recognised restraint and report it accordingly. Children/young people should never be carried other than to remove them from a room if they are causing significant damage or threat to others or themselves. If a child drops to the floor when being escorted, let them and ask yourself the three questions above again before continuing with the restraint/escort.

Restraints and escorts should be released at the earliest possible moment when the child/young person is in an open space where they can't cause damage or threat to others or you are confident the child has calmed Any restraint or escort must be followed up with consequences linked to the above policy – the restraint is not a consequence for behaviour it is the last resort to support calming a child. A follow up on the child must be completed after a restraint or the use of physical force.

5.2 Reporting the use of force

All positive handles and escorts must be logged on CPOMS and are reviewed in a weekly 'Positive Handling meeting' led by a member of SLT. This ensures incidents are reviewed to reflect on what led to incidents and what the outcome was. Changes to provision/staff are actioned to try to prevent further incidents where positive handling is required. Minutes from the Positive Handling meeting are shared with the Principal on a weekly basis.

The following information **must** be reported after a physical restraint or escort:

- Name of child
- Date and time of incident
- Events leading up to restraint
- Strategies used to try to de-escalate situation
- Name of person carrying out the restraint
- Time of restraint starting and ending
- Names of adult witnesses to assault
- Any physical marks to children or adults involved
- Post-restraint events

- Post-restraint check on child and staff

Any incidents where positive handling is deemed a necessity will be followed up and quality assured by the positive handling team. These meetings will provide a space to reflect on each incident of positive handling, where the team can challenge the thinking around the appropriateness of the actions following an incident.

6.0 EXCLUSIONS

Wyndham Spencer Academy is a fully inclusive school that is driven by a commitment to all children achieving their personal GREATness. This mantra embodies academic potential and also social and behavioural regulation. In achieving this, all stakeholders; pupils, parents, carers, staff and governors, must understand that acts of violence, discrimination, bullying and significant disruption to learning will not be tolerated and the school reserves its right to exclude any pupil responsible for such behaviours if it is decided that such action is necessary. Any such decision will not be taken lightly and will be in line with Academy, Local Authority and Department for Education regulations.

Permanent exclusion is a last resort. In exceptional circumstances, the Principal will inform the governors of a fixed term or permanent exclusion of a pupil. Parents/carers will be informed of the reason for an exclusion and if given a fixed term exclusion a meeting will be held prior to re-admittance. This meeting will focus on reintegration and strategies for support so that all understand the severity of actions and how to best support the pupil in ensuring behaviours are not repeated. School work will be provided for any pupil that is given a fixed term exclusion with the expectation that this is completed and returned to the class teacher on re-admittance.

A written record of all exclusions and reintegration meetings will be recorded on CPOMS. A risk assessment may need to be carried out for a pupil returning to school and this will be discussed as part of a TAC meeting.

The Principal may exclude a pupil permanently but cannot change the length of a fixed term exclusion or convert it into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a fixed term exclusion may in effect be 'extended' by issuing a further fixed term exclusion to begin immediately after the first period ends; or issue a permanent exclusion to begin immediately after the end of the fixed-term. In the occurrence of an exclusion, parents/carers will be informed and full reasons outlined for the exclusion. Parents/carers will be informed that they can appeal the exclusion to the governing body with the process being explained to the parent/carer by school.

Fixed term exclusions are reported by the Principal to the Chair of Governors and any permanent exclusions reported to the Trust, the Local Authority and the governing body.

6.1 Appealing an exclusion

The governing body cannot exclude a pupil or change the period of a fixed term exclusion. They are responsible for overseeing the appeals process should this matter arise. A disciplinary committee, made up of three members, considers an appeal on behalf of the governors, taking into account the circumstances surrounding the exclusion and any representation from parents/carers, the Trust and the Local Authority if it is a permanent exclusion. The governing

body's disciplinary committee will decide whether the pupil should be reinstated. If it is decided that a pupil should be reinstated, the Principal must adhere to this ruling.

7.0 BULLYING

At Wyndham Spencer Academy, we aim to provide a safe, friendly and caring environment for all pupils and staff. It is everyone's personal and corporate responsibility to ensure everyone feels safe and valued as part of the school community. Children are educated in all forms of bullying and encouraged to actively seek support from school should they ever feel unsafe or anxious. Our GREAT expectations encourage children to understand, explore and value the individual differences of each stakeholder and instil good behaviour choices. We aim for parents/carers to feel confident that their children are safe and cared for in school and that any incidents are dealt with promptly as they arise.

7.1 What is bullying?

Bullying can be defined in a number of ways. We follow Department for Education (DfE) guidance which defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". (DfE September 2007). To our pupils, this is communicated as 'Several times on purpose' (STOP).

Bullying can come in many forms:

Emotional – excluding others, teasing, being unfriendly

Physical – kicking, hitting, pushing or other forms of violence

Racist – graffiti, gestures, racial taunts

Sexual – unwanted physical contact or sexually abusive comments

Homophobic – language or gestures linked to an individuals' sexuality

Verbal – name calling, sarcasm, spreading rumours

Cyber – misuse of email or internet chat rooms, threats by mobile text messaging or call, misuse of camera or video technology, misuse of social media websites and apps

Bullying has been described by our pupils as:

- Pushing, shoving or blocking someone's path.

- Name calling about race or sex.
- Making fun of personal appearance, medical, disability, obesity, weight.
- Name calling about other things.
- Not deliberately speaking to other people.
- Threatening behaviour.
- Hitting, punching, kicking or pinching.
- Spreading rumours.
- Taking, hiding, damaging other people's belongings.
- Making people feel embarrassed or uncomfortable when they do something well.
- Making someone do something that they don't want to do.
- Insulting someone's family.
- Teasing repeatedly.
- Swearing.
- Ganging up on someone.
- Inciting other people to bully.
- Writing unpleasant graffiti.
- Spitting.
- Making inappropriate comments.
- Writing unpleasant notes.
- Getting older brothers and sisters to bully for you.
- Mimicking.
- Sending unpleasant texts, e-mails or Facebook messages.
- Vandalising people's property.
- Picking on someone who has had something upsetting happen to them.

All our children have had input into these definitions and agreed them.

As a school, Wyndham Spencer Academy believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

8.0 AIMS, OBJECTIVES AND TARGETS IN RELATION TO BULLYING

8.1 Aims

Wyndham Spencer Academy has the following aims with regard to bullying:

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

8.2 Objectives

Wyndham Spencer Academy has the following objectives with regard to bullying:

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (e.g. midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/ form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

8.3 Targets

In addition to the Aims and Objectives, Wyndham Spencer Academy strives to achieve the following targets in relation to bullying:

- To ensure all governors, parents/carers, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all incidents of bullying are recorded.
- To have no incidents of bullying at all.

9.0 CODE OF CONDUCT

Wyndham Spencer Academy recognises that all adults in the school are in effect role models for the children. The way in which we behave towards each other and to children is particularly important in terms of providing positive role models. Therefore, as adults we must:

- Show respect for every child and other colleagues within the school community as individuals.
- Be aware of vulnerable children.
- Challenge the behaviour rather than the child.

- Avoid favouritism.
- Be seen to be fair.
- Avoid labelling.
- Have sky-high expectations of all of our students and each other.
- Never give children ammunition to use against each other.
- Actively seek to develop a positive culture within the school, deep rooted in positive relationships..

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all pupils must:

- Show respect for their fellow pupils and adults working within the school community.
- Support and be sensitive to others when they may be feeling vulnerable.
- Actively seek to develop a praise culture within the school.
- Actively support the school anti-bullying policy.
- Take responsibility for their own behaviour.

10.0 EQUAL OPPORTUNITIES

Every member of the school community is entitled to expect equality of protection from bullying, irrespective of their protected characteristics (Equality Act 2010) as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. In the recording of bullying instances the school will distinguish between types of bullying and the gender and ethnicity of victims and perpetrators.

11.0 PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING – A WHOLE SCHOOL APPROACH

Pupils and staff should follow the school guide to reporting and dealing with bullying incidents. (See Appendix 2 for Anti-Bullying Immediate Response Chart). Every stakeholder within the school, community has a responsibility in ensuring pupils and staff feel safe from harm and bullying.

The Principal has overall responsibility for the implementation of the policy and ensuring all staff are aware it and know how to deal with incidents of bullying. Bullying incidents are recorded using CPOMS and the Principal ensures any necessary follow up occurs with all parties involved.

Staff and pupils are educated in all forms of bullying so they have a clear understanding of the matter. Staff take all forms of bullying seriously and act swiftly to intervene and stop incidents of bullying. Teachers attempt to support all pupils and establish an ethos of trust and respect for all using positive behaviour management as the basis.

Parents/carers are encouraged to be involved in all areas of school life. Any incidents of suspected bullying should be reported to the child's class teacher immediately. Parents have a responsibility to follow this policy and actively encourage their children to be a positive member of the school.

11.1 Advice for Parents/Carers

If you suspect your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school Behaviour, Discipline and Anti-bullying Policy to see if agreed procedures are being followed.
- Discuss your concerns with the Teacher, a Associate Senior Leader or a member of the SLT.
- Make an appointment to discuss the matter with the Principal, via email or with the school office, and keep a record of the meeting.

- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Spencer Academies Trust in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

12.0 STRATEGIES TO REDUCE BULLYING

The school adopts a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies including:

- Weekly PSHE/SCARF lessons to teach the information around bullying
- Daily mindful moments
- Co-operative group work.
- Peer mediation and restorative conversations.
- Play Leader training.
- Peer counselling.

- Buddy systems.
- PSHE programmes.
- Self-esteem workshops.
- Worry monsters located around school for children to share their feelings.
- Mini leaders.

13.0 CONFIDENTIALITY

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help-lines, if appropriate, where confidentiality can be maintained..

14.0 SUPPORT FOR PUPILS WHO EXPERIENCE BULLYING

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail:

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.

Appendix 1

Advice On The Use Of Reasonable Force

Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.
- “All schools” include Academies, Free Schools, independent schools and all types of maintained schools

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reference: Section 93, Education and Inspections Act 2006

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Power to search pupils without consent

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Force cannot be used to search for items banned under the school rules. Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

Reference: Section 550ZB(5) of the Education Act 1996

Communicating the school's approach to the use of force

Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force.

There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Schools do not require parental consent to use force on a student.

Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Using force

A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff training

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Reference: Physical Control in Care Medical Panel - 2008

Some local authorities provide advice and guidance to help schools to develop an appropriate training programme.

Telling parents when force has been used on their child

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

References to parent or parents are to fathers as well as mothers, unless otherwise stated.

Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 10 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Further sources of information

Other departmental advice and guidance you may be interested in:

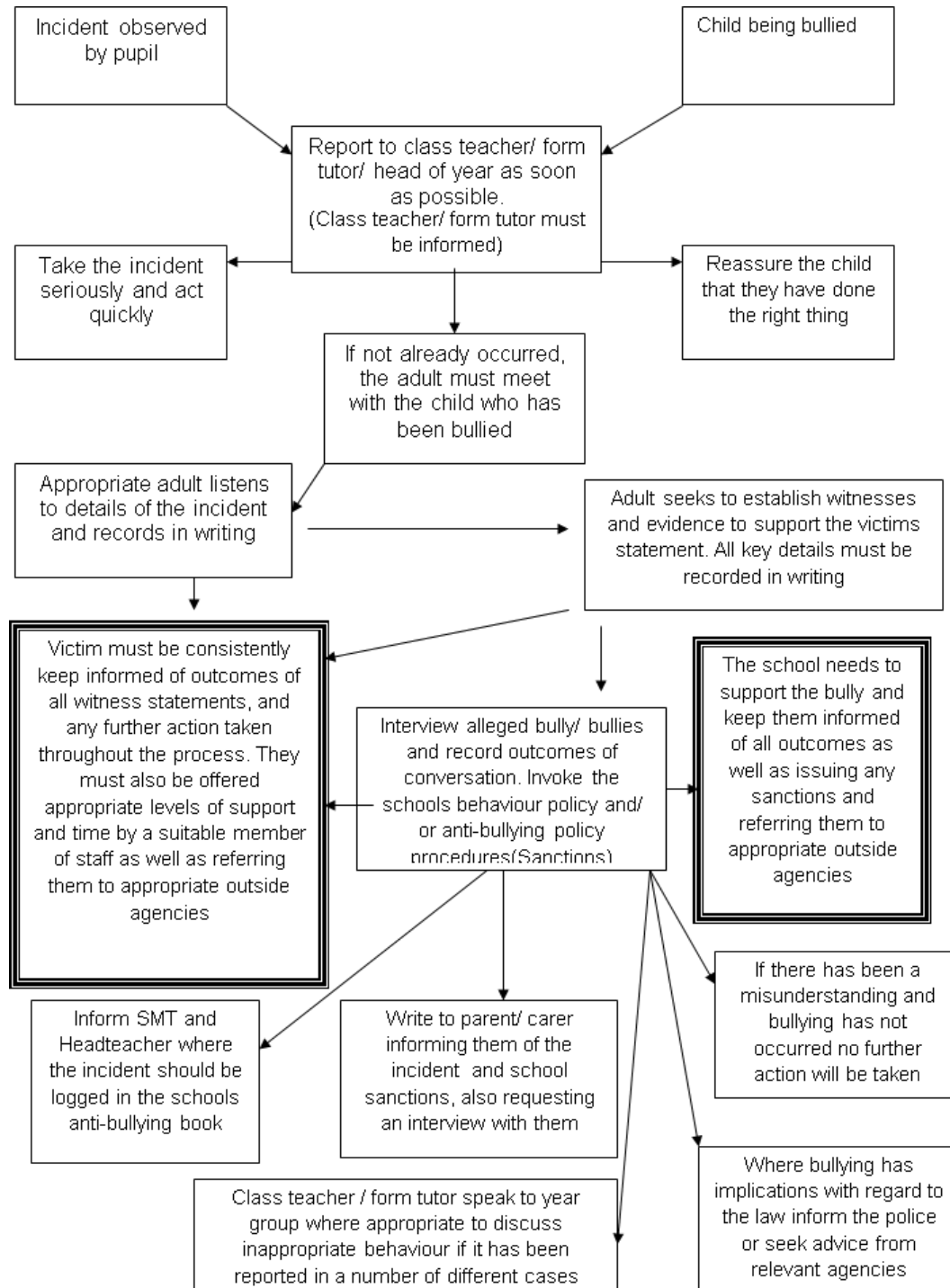
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

Associated resources (external links)

- Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

Appendix 2

Anti-Bullying Immediate Response Chart



Appendix 3

Local and National Contacts

National Contacts

Telephone Numbers

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0207 354 8321

(Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Ofsted

Telephone number 07002 637833

e-mail: freepublications@ofsted.gov.uk

Parentline Plus

Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

Childline

www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape

www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online

www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC

www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Peer Support Networker

www.peersupport.co.uk

Newsletter linked to Peer Support Forum

Appendix 4

Forms/Templates to support positive behaviour

Waiting Box



1



'A Better Way' Box

Name _____



What behaviour was not GREAT?



What would have been a 'better way'?



Wyndham is GREAT because I am part of it!
Creating positive processes to improve the instances of Beautiful Behaviour.

What? Child receives three orange dojos in a morning or afternoon session
ACTION: Phone call home from class teacher and 15 minutes time paid back in class with the teacher (either break time or lunchtime). A 'Better Way Box' is completed during this time. The teacher talks to the child about their reflection.

What? The child receives three orange dojos in a morning or afternoon. It is repeated on 3 separate occasions during the space of one week
ACTION: The class teacher discusses the incidents and occurrences with their Associate Senior Leader. This is an opportunity to seek support and strategies to improve Beautiful Behaviour, which the child is still learning how to do. A phone call is made home to the parent by the Associate Senior Leader to illustrate that the concerns have escalated.

What? The child receives three orange dojos in a morning or afternoon with no improvement in behaviour, even though expectations have been set via teacher and Associate Senior Leader.
ACTION: A Beautiful Behaviour Contract meeting is set up and held with parents/carers, child, class teacher and Associate Senior Leader. A copy is of the contract is given to Mr Holden.
Concerns raised with TAC team and the contract is shared with them. This is then taken to SLT by Monday to ensure that all leaders are aware.

Beautiful Behaviour Contract is initiated
What? Weekly review meeting is held with parents/carers to discuss progress. Time and date is agreed when the contract is set up with the teacher, PD, and parent. This could be face to face, or a phone call. Copies of behaviour contracts are displayed in classroom for child to focus on and given to Mr Holden.

Behaviour choices improve with three successful review meetings
ACTION: Termination of behaviour contract and child monitored by class teacher. Impact shared with SLT

Poor behaviour continues and targets not being met in behaviour contract over two successive weeks
ACTION: Meeting with Mr Holden regarding behaviour contract and next steps. Mr Holden escalates to Mrs Whiting

GREAT Behaviour Contract

Name: *Child's name*

Reasons for behaviour contract	
<ul style="list-style-type: none"><i>A series of bullet points explaining what behaviours are presented by child</i>	
What does GREAT behaviour look like?	
<ul style="list-style-type: none"><i>What behaviours we would like to see</i>	
Consequences for not being GREAT	
<ul style="list-style-type: none">Paying time back with teacher with 'Better Way' box completedParent/carer to support in schoolIn school exclusionFixed term exclusion	
Supportive strategies	
Provision	Key adults
<i>What are we doing differently to help the child to show GREAT behaviour</i>	<i>Which adults will help</i>
Signed	
	Child
	Parent/Carer
	School
Reviews	
	Date started
	Review date

Wyndham is GREAT because I am part of it.

Target 1:

Target 2:

Rewards for achieving the targets...

At home –
In school -

Sanctions for not achieving the targets...

At home –
In school -

	Morning	Break	Lunch	End of Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					