

## **WCGS Behaviour Policy**

At WCGS we believe academic achievement alone does not make for a successful citizen of our global community. Moreover, it is the moral, spiritual, cultural and social development which is central to the business of creating young men and women who are responsible and fulfilled members of our world. The following attitudes, qualities and skills are considered to be of particular importance for all members of our School community:

- A growing sense of responsibility for one's own actions, and for the effect of one's actions upon others
- A deepening sense of commitment to the well-being of others in the wider community, locally, nationally, and globally
- A sense of respect and appreciation for the natural world, and an awareness of the interdependence of human life with other life forms
- A growing disposition towards generosity rather than selfishness, kindness to others, and a clear rejection of unkindness, cruelty, or bullying
- A sensitivity to the feelings and needs of those with whom one lives and works, a willingness to be of practical help in contributing to their well-being
- The development of a mature sense of self-confidence and self-worth, with a disposition to humility rather than arrogance
- Honesty, truthfulness, and the development of personal integrity
- A recognition of the right of others to hold their own views, and a respect for those who have different beliefs and customs. A rejection of all forms of prejudice on the basis of race, gender, class, sexual orientation, religion or disability
- A readiness to look beyond materialism
- A willingness to reflect upon and think critically about their experiences, opinions, choices and responses. A readiness to adapt, grow, and change
- A recognition that spiritual beliefs, moral values, and reflection on experience can give direction, shape and meaning to an individual's life
- A growing ability to cope with the experiences of suffering which human life naturally presents: anxiety, stress, illness, divorce, loss, death.

Moral and spiritual development is an organic process affected by the whole range of a person's experiences. The School's role in this should therefore not be seen in isolation. Parents and family, activities and commitments outside School, and in some cases involvement in a particular religious faith will contribute in a variety of ways to a young person's development. WCGS is thoroughly committed to its role in this partnership.

### **Aims of the Behaviour Policy are:**

- to promote consistently thoughtful behaviour for all members of the School community such that successful learning can occur
- to encourage a positive and supportive environment for learning and teaching through praise and encouragement.
- to develop students' understanding of the need for tolerance, loyalty and honesty .
- to encourage students to respect each other, all members of the school community and the school environment.
- to provide a clear set of guidelines of the expectations required by all members of the school community.
- to develop positive attitudes, self-discipline and to encourage students to be accountable for their own behaviour and to support the behaviour of their peers
- to provide a system for rewarding students' work, service and conduct.
- to create a code of behaviour for the School that is clearly understood, consistently and justly applied, and shown to be reasonable, sensitive, and effective
- to ensure communication between key individuals is timely and efficient in monitoring and tracking behaviour
- to deter any form of bullying, harassment or discrimination.
- to enable students to develop both morally and socially.
- to enable Wallington County Grammar School to be viewed as a beacon of outstanding behaviour.
- To develop life long social skills which enable students to build positive relationships in school and in the wider community

### **School Practice**

At the start of each year all students and staff are reminded of the school's expectations for good behaviour, rewards and sanctions. All new students and parents will agree to adhere to the Behaviour Policy through the Home and School contract.

## **Positive Ethos for Successful Learning**

Students of all ages thrive in an environment where achievement is recognised, praised and rewarded. The use of praise is an important tool in making young people feel valued and appreciated; it improves their self esteem and feeling of self-worth. We therefore reward students for academic and non-academic achievement, for effort and for all aspects of good work and behaviour.

Staff are expected to use praise and appreciation many more times than they use sanctions (in or outside the classroom). The frequent use of praise should be noticeable (in lessons and in overhearing the general talk between staff and students around the school). Praise is frequently communicated with parents in the form of phone calls, messages in contact books and letters home.

## **Praise in Practice**

The procedures are such that the same students should not receive the major prize each time and, any pupil who has displayed positive qualities, should be in with an opportunity of gaining a reward. The structure, however, does favour those who frequently strive for excellence and gain multiple commendations in a half term. It is expected this will inspire an element of competition amongst the students and, thereby, assisting in augmenting the positive ethos of the School.

Students may be given commendations in any one of the following categories:

- **Achievement**
- **Improvement**
- **PLTS**
  - Independent Enquiry
  - Creative thinking
  - Reflective learning
  - Team Work
  - Self-Management
  - Effective Participation

Recognising praise:

- Students receive a commendation in their contact book. The teacher records the commendation by initialling in a circle on the commendations page in the contact book.
- Staff record commendations in the SIMS Achievement section which has been modified for ease of data entry. There is, also, an optional space to write a brief comment explaining why the award was given. This should take the form of a very short statement.

Celebrating achievement:

Key Stage Leaders are to hold praise assemblies for each year group in the final week of each half term in which Bronze, Silver and Gold awards are presented and the winners of the raffle announced.

Recognition of extensive achievement

- 20 commendations will initiate a letter home to parents from the Year Leader; the success will be recognised in a Year Assembly and a Bronze certificate will be presented.

- 40 commendations will initiate a letter home to parents from the Key Stage Leader; the success will be recognised in a Year Assembly and a Silver certificate will be presented.
- 60 commendations will initiate a letter home to parents from an Assistant Headteacher, the success will be recognised in a Year Assembly and a Gold certificate is presented .
- 80 commendations will initiate a letter home to parents from the Headteacher and the success will be recognised in a Main School Assembly where a Platinum certificate will be presented.
- The School's Pastoral Officer is to produce a spreadsheet in the penultimate week of every half term for each year leader which records all commendations given to each student that half term and their total overall. The Pastoral Officer will identify those students who warrant a reward under the programme and this will initiate an automated letter to the parents/guardian of the student and the Year Leader will be given notice to present the award.

A half termly electronic raffle will choose three students in each year group at random from a database which contains all the commendations recorded for that half term. The more commendations students have received, the more chance they have of winning. £15 vouchers will be awarded to each winner.

- Year Leaders use the spreadsheet given to them by Pastoral Officer to conduct the raffle as follows:
- Three random numbers will be generated between 0 and the total number of commendations given that half term for their year group.
- Matching those numbers with the spreadsheet to see who has won.
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Commendations are aggregated for each House at the end of the academic year and points allocated, accordingly, to the Cock House Cup (12-2). The total number of House commendations are recorded and updated each half term by administrative support staff on a notice board. A trophy will be awarded to the winning House each year, a points tally is on the praise notice board in the Green Room and every half term it is updated and pictures of the raffle winners and students who have received a Platinum award go on the praise notice board.

### **House Trophies**

The winning House of each competition receives a trophy which is presented to a member of the House in a school assembly. The trophy remains in the school hall below a flag of the appropriate House colours. Points are also awarded to all Houses for each competition which reflect the position of the House in that competition. The House with the highest total of House points at the end of the academic year wins the 'Cock House' trophy.

### **House Colours**

House Colours are awarded in the form of a tie in the colours of the particular House. They are awarded by the members of staff attached to the House. They are awarded to

individuals who have shown outstanding commitment to House activities. The recipient is allowed to wear the House tie in place of the school tie.

### **School Colours**

School colours and half-colours are awarded by members of the games and P.E. department or team coaches for outstanding performance and commitment to a particular school sport. Full colours consist of a colours tie, half-colours consist of a school badge indicating for which sport the badge has been awarded. These awards are presented by the Headteacher in a school assembly. The recipient is allowed to wear the Full Colours tie in place of the school tie.

### **100 tie**

A tie is awarded to a student who has represented the school on 100 occasions. These occasions include sports fixtures, music, drama, chess, debating and public speaking. This award is presented by the Headteacher in a school assembly. The recipient is allowed to wear the 100 tie in place of the school tie.

### **Arts tie/pin**

A tie or pin is awarded to a student who has shown outstanding performance and/or commitment to a particular aspect of the 'Arts'. Generally this will be in the fields of drama and art but could include literature, languages, etc. This award is made on the recommendation of relevant members of staff and presented by the Headteacher in a school assembly. The recipient is allowed to wear the tie in place of the school tie.

### **Science pin**

A science pin is awarded to a student for his/her involvement in promoting science within and outside of the school. It is awarded on the recommendation of the Head of Science and presented by the Headteacher in a school assembly.

### **Hutchins' Tie**

This tie is awarded in memory of the first Headteacher of the school, Walter Hutchins. It is awarded in recognition of an outstanding contribution to the life or reputation of the school which is not otherwise recognised. This award is presented by the Headteacher in a school assembly. The recipient is allowed to wear the Hutchins tie in place of the school tie.

### **Speech Day Prizes**

A large number of prizes in the form of book tokens and trophies are awarded at the annual Speech Day held in December. The prizes are awarded to past and present students mainly for academic distinction but also for outstanding achievement and effort in the main school. Main school prizes are awarded on the data provided by the school tracking system. Students whose attendance or behaviour is unsatisfactory are not eligible for these prizes. Contributions to the general life of the school are also recognised on this occasion.

### **Prefect, Senior Prefect, School Captain and Vice-Captain of School**

These major posts of responsibility are awarded to students who have displayed leadership qualities and loyalty to the school. The awards are made after consultation with the academic staff, the appropriate Year Leader and consideration by the Senior

Leadership Team. The badge of office is presented by the Headteacher in a school assembly.

### **Other positions of responsibility**

Register monitor, Appeals monitor, Homework monitor, School Council representative, House Captain and Vice Captain, Member of House Committee, Team Captain and Vice-Captain, Librarian, Careers Room Monitor.

### **Planning for Behaviour**

The planning of engaging and challenging lessons which stretches the minds of young inquisitive people is the key to promoting positive behaviour. The best of planning pays consideration to the curriculum (i.e. opportunities for assessment for learning/differentiation/learning styles); the organisation (e.g. seating plans/student groupings) and the inter-personal element (e.g. meet and greet class/opportunities to talk to individual students). In the best classrooms the teacher moves around the room constantly, gently asserting control and exercising scrutiny of student activity. It is not acceptable simply to sit or stand at the front and deliver the lesson from there.

The following classroom routines help to set the standard of expectation of positive behaviour in the classroom:

1. Be punctual for the start of the lesson and welcome the students at the door.
2. Begin each lesson with a greeting.
3. Expect students to be punctual and to automatically get equipment, books, etc. out and be ready for the lesson to begin.
4. On meeting a class for the first time, set the ground rules with students.
5. Expect all students to be appropriately dressed and ensure all students adhere to the uniform dress code.
6. Only allow students to pack away when told to do so.
7. Make a quick visual inspection of the room; ask students to clear away any litter or untidy materials and remove graffiti.
8. Dismiss the class in an orderly fashion leaving a clean, tidy room for the next class.
9. Each teacher is responsible for the behaviour in their lesson.
10. Subject Leaders and Heads of Department are responsible for the behaviour in their subject area.

### **Sanctions**

It is recognised that there may be times when a student is considered not to be adhering to the school's Behaviour Policy. It is essential that students are informed when the breach has occurred and understand why their behaviour is not acceptable and the improvement that is required. If the requested improvement in behaviour does not occur, subsequent sanctions may include:

- a verbal warning.
- a written warning
- a subject or pastoral detention.
- loss of responsibility.
- a formal (written) apology.

- loss of ICT privileges except when supervised by a member of staff.
- confiscation of item (e.g. hooded tops, jewellery, MP3, mobile phone).
- a daily or weekly report.
- internal exclusion
- fixed term exclusion
- permanent exclusion

A detention may be given by any member of staff to a student whose work or behaviour requires it. The school has a legal right to detain a student either after school, during lunchtime, on a Saturday or during a school holiday. However, at Wallington County Grammar School students will not be detained during break time and lunch time, except to clarify matters or to issue advice or warnings in private. If a student fails to attend without a reasonable excuse, the Headteacher or other senior member of staff may give a more severe punishment. The school expects parents to be supportive in ensuring students attend detentions.

- Parents will be given at least 24 hours written notice of a detention
- The notice will be in the form of a note in the contact book. A letter home will be sent if an SLT detention or a Saturday detention is issued. This is used as the formal notification
- It is the student's responsibility to inform his parent(s) when a detention is issued
- The teacher issuing the detention will write in the contact book the duration, time, place and reason for detention

Where the problems are persistent or recurring, parents will be involved at the earliest possible stage. Students may then be placed on a daily or weekly report for staff and parents to monitor their behaviour. An agreement may also be prepared between the student concerned, her parents and staff, which clearly indicates the improvement(s) required.

A fixed-term exclusion may be issued when a student repeatedly defies the school's Behaviour Policy over a period of time or if there is a single serious breach of discipline. In the rare event of a major breach of the policy or if a student is found to be in possession in school (on the school grounds or on a visit) of any illegal substances, article, or weapon (e.g. knife) following statutory procedures, a permanent exclusion may be implemented. It is a criminal offence to have a knife or an offensive weapon in school and the penalties for a student on conviction can be severe. If a pupil is suspected of carrying a weapon and school staff choose in the instance to call the police instead of using the power to search (see below), school staff will manage the pupil in order to keep other pupils and staff reasonably safe while the police are not present.

The School works closely with the police in serious matters where, not only has the student breached school rules but also the law of the land. Students are reminded that it is a criminal offence to have a knife or offensive weapon in school and that the penalty can be up to 4 years imprisonment and/or a fine.

Following appropriate support from the school or outside agencies, if a student is considered to be beyond the control of the school or a health and safety risk, they may be permanently excluded.

## **Power to Search**

Staff have the power to search students, without consent, when they have reasonable grounds for suspecting that a student has a knife or other weapon. Students who refuse to be searched may be referred to the school police liaison officer or have other disciplinary action taken against them.

The search may be carried out on school premises or anywhere else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit.

Clothing or bags can be searched for stolen items or items that should not be in school (e.g. alcohol or cigarettes).

Before conducting a search of a pupil staff are to refer to the guidelines laid down in 'Screening and Searching of Pupils for Weapons: Guidance for School Staff', DfE May 2007 and staff **must** follow these guidelines. A summary of the procedures to be used can be found in Appendix 1 of this document.

## Procedures in the classroom

### Stage 1 – Verbal Warning

If a student behaves inappropriately the teacher/supervisor is to inform the student why their behaviour is inappropriate. In addition the teacher/supervisor is to explain what needs to improve and the consequences if there is no improvement.

### Stage 2 – Written Warning

If the student again behaves inappropriately in any way the teacher/supervisor is to give the student a formal written warning and inform them of the consequence of continued inappropriate behaviour. Teachers are to log written warnings on SIMS data base and in the students contact book. This will enable the School to track behaviour.

### Stage 3 – Subject / Pastoral detention

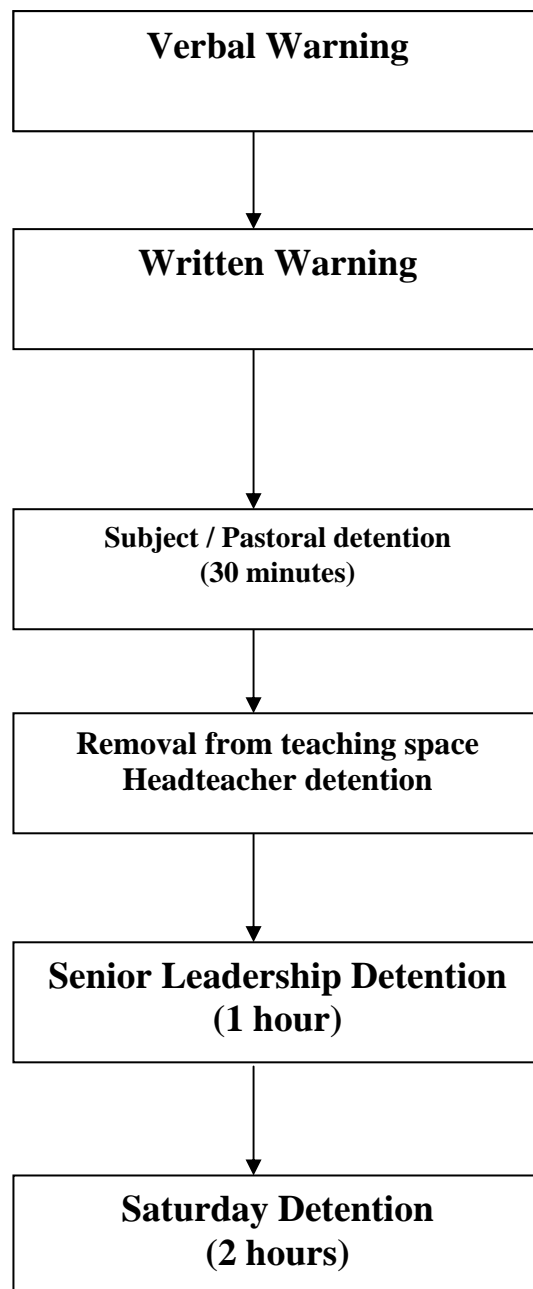
If the student still again behaves inappropriately then the teacher/supervisor is to issue a Subject Teacher Detention which is for thirty minutes duration. This is to ensure that the student meets the learning objective at another time. At this juncture it may be necessary to take other action such as moving the student to another seat in the classroom. The teacher/supervisor is to record the detention on the SIMSs data base and in the student's contact book. Failing to attend a subject teacher behaviour detention will result in a senior leadership detention.

### Stage 4 – Removal from Lesson

If inappropriate behaviour still continues a member of the Senior Leadership Team or Pastoral Team should be summoned to remove the student from the classroom. This will allow for learning to continue with the remainder of the class. The Senior Teacher logs the removal on the SIMS data base and the student is will receive an SLT detention.

### Stage 5 – Saturday Detention

If any student seriously breaks the school's behaviour policy they will be issued with a Saturday detention for two hours from 8:30 – 10:30am.



## **Detentions take priority over any other commitment.**

Students given Senior Leadership Team detentions Monday through to Wednesday will have the detention on the Friday of the said week whereas those given detentions on a Thursday or a Friday will have their detention on the Friday of the following week. **It is the responsibility of the student to remember that they have been given a detention.**

Administration staff write to the parents of students who have been given a senior leadership detention and Headteacher detentions informing them of the date and duration of the detention. In addition, Administrative staff arrange for the parent(s) of those students who have been issued with a Headteacher detention to come into school to discuss the situation with the Year Leader and be informed of the subsequent ramifications of further misbehaviour and misconduct. Year Leaders liaise with the Administrative support team to arrange interviews with parents preferably prior to the Headteacher detention or on the Monday or Tuesday immediately following the Headteacher detention.

### **Students not prepared for learning**

If a student comes to a lesson ill-prepared for the lesson in the following ways no homework; unsatisfactory attempt at homework; not bringing books and other materials to lessons then the subject teacher is to write a formal warning in contact book and log in Sims for the first instance. On the second occasion of poor preparation the subject teacher is to issue a detention for half an hour which is recorded in the student's contact book and Sims. The third occasion results in an hour detention with the Subject Leader again logging in contact book and Sims. If the situation does not improve the Subject Leader is to work closely with the relevant Year Leader and Key Stage Leader to support improvement.

If a student misses a subject detention then the student incurs a Subject Leader Detention for an hour in addition to another subject teacher detention.

### **Around the School**

All staff are to be active in ensuring that the students behave as expected. Common sense must prevail but staff are not to ignore or turn a 'blind eye' to any situation. If a member of staff feels it is necessary, he/she should warn a student verbally. If the student does not comply, a final verbal warning should be issued with a reminder of the consequences. Students still failing to comply will result in a senior leadership detention.

**Staff are to deal with situations in the following cases and a SLT detention may be given, if the circumstances warrant and the students have not reacted positively to the intervention:**

- Unruly behaviour, including noise, in and about the school or running in corridors
- Dropping litter, including not clearing away in the canteen
- Not queuing appropriately outside of classrooms or in the canteen queue, including pushing in or too much noise
- Inappropriate behaviour when waiting in lines to enter the school
- Poor language, swearing, etc.

**Staff are to write in the student's contact book that a senior leadership detention has been given and complete a 'senior leadership detention' slip available in the staff room.**

### **'Gating'**

Students will be 'gated' by the Year Leader in consultation with the appropriate Key Stage Leader in response to behaviour at morning break and/or lunchtime which is either antisocial, irresponsible or dangerous. They will not be allowed to leave the school buildings during morning break and lunchtime for a period of time, usually a week. At break and lunchtime they will be supervised by a senior member of staff. Arrangements will be made for the student to use the toilet and eat lunch.

### **Daily Report**

If a pattern of persistent underachievement or misbehaviour emerges a student may be placed on 'Daily Report'. This decision will be made by the appropriate Assistant Headteacher in consultation with the Year Leader. This device provides daily feedback to parents and teachers on the student's performance and behaviour. Although applied as a sanction, it does give the student an opportunity to demonstrate a willingness to improve and it encourages teachers to praise the student when appropriate

### **Procedure**

The student is given a 'Daily Report' form which they present to each subject teacher at the beginning of the lesson. At the end of the lesson the teacher adds a written comment to the report related to the particular focus of the report. At the end of the day the report is signed by the student's Form Tutor and then taken home to be signed by his parent. Generally, a student would be 'on report' for two weeks; at the end of this period the situation will be reviewed and an appropriate action plan (IEP) put in place.

### **Referral of Serious Incident**

Serious incidents should be referred to the appropriate Assistant Headteacher or in their absence the Deputy Headteacher using an 'Incident Form' which can be found in the staff room pigeon holes. All serious incidents will require the Senior Leadership Team and any key individuals dealing with the incident, to conduct a 'Discipline Meeting'. The 'Discipline Meeting' will discuss the incident and decide the School's response to the serious misbehaviour. Examples of serious incidents include the use of violence, inappropriate use of language towards members of staff and bullying (refer to school's bullying policy).

### **Positive Handling**

There may be occasions where it is necessary for staff to handle a student physically to prevent them from inflicting injury to others, self-injury, damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to prevent harm.

### **Support**

Some students may need support in achieving the improvement required to ensure their behaviour is acceptable to all. In such circumstances students will be helped by our pastoral team and parents will be involved. Students will have the opportunity to discuss and explain their behaviour. If appropriate, students may be referred to the school nurse or outside agencies. A report system may be put in place as a means of providing the student with positive targets on which to focus.

### **Parental Involvement**

Although there are no formal rights of appeal until exclusion of a student for periods in excess of five days it is very important that parents are involved at all stages of a student's development and particularly in matters of behaviour. The role of the Form Teacher is critical in liaising with parents. As a matter of course and courtesy staff should inform parents of a student's misbehaviour and the intended sanctions imposed. The Governing Body establish the parameters for discipline within the school and have set a Complaints Procedures.

### **Internal exclusion**

In instances of serious and sustained poor behaviour an alternative response to exclusion is Internal Exclusion. Often this course of action may be triggered by a single incident but it is usually a sanction used to make students aware of the damage they are causing to their education and that of other students. Parents are informed if it is the school's intention to internally exclude their child.

### **Procedure**

The student is closely supervised by a senior member of staff throughout the day for the period of the exclusion. Subject teachers provide work for the student that is linked as closely as possible to the work being done in class. The student is not allowed to mix with his peers. The emphasis is on hard work and the student being made aware of his responsibilities to the school community.

### **Exclusions**

#### **Procedure**

If the school becomes aware of a very serious incident that occurs involving a student or students acting inside or outside of school which affects the safety or well being of the students or the staff or the reputation of the school the Senior Pastoral Team will normally conduct a 'Discipline Meeting' to consider the case and agree a response which may include the recommendation to the Headteacher to exclude the student or students. At that meeting a member of staff who has pastoral responsibility for the student or students will be present, if possible, to inform the meeting of the student's or students' character, school record and any other factor of relevance to the imposition of a fixed period or permanent exclusion. Alternative sanctions will be considered and/or referral to outside agencies including the Educational Welfare

Service, the Educational Psychology Service, CAHMS, ‘Open Door’ and other support services. A written account of the major issues discussed at the meeting and the decision of the SLT is put on file after the meeting.

### **One Day Procedures**

There will be occasions when students have worked through the different stages of the discipline procedures and exclusion becomes automatic.

### **Fixed period (non-permanent) exclusion**

- only the Headteacher or acting Headteacher can exclude a student
- students are excluded for a serious breach of school rules or a serious breach of the Behaviour Policy or if their presence at school would harm the education or welfare of the pupil or others in the school
- a fixed period exclusion can be no longer than a total of 45 days in any school year
- if a student is excluded for longer than a day, the student will still be expected to continue with his studies
- the school will inform parents on the day an exclusion is given and follow that with a letter that explains the period of exclusion, the reasons for it and whom to contact if parents would like to give their views

### **Permanent Exclusion**

The school usually only permanently excludes a student as a last resort, after trying to improve his/her behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a ‘one- off’ offence.

If a student has been permanently excluded:

- the school’s Discipline Committee of the Governing Body is required to review the Headteacher’s decision and parents may meet with them to explain their views on the exclusion
- if the Governing Body confirms the exclusion, parents can appeal to an independent appeal panel organised by the local authority
- the school will explain in a letter how to make an appeal
- all local authorities have made a commitment to provide children with a full-time education after a permanent exclusion – they will discuss the options with parents.

### **Summary of Parents’ rights with respect to Fixed Period and Permanent Exclusion**

Type of exclusion	Length of exclusion	Parents’ rights
Fixed period	1-5 school days in total in one term, and where a public	To make representations to the schools Governing Body. To see a copy of the student’s school record.

	examination is not missed.	
Fixed period	6-15 school days in total in one term, or where a public examination would be missed.	To request a meeting of the Governing Body at which representations may be made and the decision can be reviewed. To see a copy of the student's school record.
Fixed period	More than 15 school days in total in one term.	The Governing Body must meet to consider the exclusion. At the meeting parents may make representations if they wish. To see a copy of the student's school record.
Permanent	Permanent	The Governing Body will meet. At the meeting parents may make representations if they wish. To see a copy of the student's school record.

Jonathan Wilden

Policy revised: November 2010

Policy to be reviewed: February 2011

Cross- reference: Bullying Policy; Attendance and Punctuality Policy and Anit-Litter Policy.

### **School Policy on Bullying**

Bullying may be defined as a conscious desire to hurt, threaten or frighten someone, either physically or verbally.

Bullying can be:

Emotional                      being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical                         pushing, kicking, hitting, punching or any case of violence

Racist                            racial taunts, graffiti, gestures

Sexual                            unwanted physical contact or sexually abusive comments

Homophobic                 because of, or focussing on the issue of sexuality

Verbal                            name-calling, sarcasm, spreading rumours, teasing

Indirect                         'cyber bullying' - sending malicious emails or text messages, setting up web sites to invite abuse of students, 'happy slapping'

**No form of bullying is acceptable at Wallington.**

The school policy aims to create an ethos that does not tolerate the oppression of one person by another.

## **General Principles**

The issue of bullying will be a part of the Personal, Social and Health Education programme.

Help and counselling will be available to all victims and bullies through the pastoral staff.

Allegations of bullying will not be viewed as tale-telling.

Staff should set an example by treating all students with respect.

## **Procedures**

1. The pastoral staff will investigate any complaint from a student or parent.
2. The victim, bully and witnesses will be interviewed separately and written statements obtained.
3. If a complaint is upheld, the parents of the bully will be informed of any sanctions and may be asked to come to school to discuss the matter.
4. Any repercussions will lead to the imposition of sanctions.
5. There should be follow-up to discuss progress or deterioration.

## **Bullying: guidelines for students**

When someone is being bullied, take action. Watching and doing nothing can suggest support for the bullying.

Inform an adult immediately if you do not wish to be personally involved.

Do not tolerate bullies in your social group.

What to do if you are bullied:

Tell your parents what is happening.

Talk to a teacher you feel you can trust.

Do not try to buy off the bully with presents, sweets or money.

## **Advice for parents**

Look out for signs of anxiety, such as unwillingness to go to school, or a pattern of headaches or stomach-aches.

Monitor the use of the internet by your son. Discover how to block sites on your son's computer.

If you think your child is being bullied, inform the school immediately and ask for an interview with the Head of Year.

If bullying persists keep a record of the details.

With an appointed member of staff, devise strategies to help your child and support him inside and outside school.

Do not encourage your child to hit back. More positively, encourage him to recruit friends. A child with friends is less likely to be bullied.

### **Dealing with bullying: guidelines for members of staff**

Look out for signs of isolation in members of your form, especially if accompanied by deterioration in work, erratic attendance etc.

Be aware of the opportunities for bullying using mobile phones, cameras, computers and the internet. Monitor student activities carefully.

If approached by a student, take the incident seriously and record all details.

Reassure him; don't make him feel that he is telling tales or imply that the bullying is the victim's own fault.

Offer specific help, advice and support.

Put into effect the school procedures, which may involve questioning those named as bullies or referring the incident to the Assistant Headteacher.

### **Recording**

Proper record keeping helps to emphasise how seriously the school takes bullying.

The victim and bully should record the events in writing.

The teacher and/or a senior colleague should record discussions held with both parties.

The parents of students involved should be given details of the incident.

The School keeps a log of all bullying incidents.

## **Appendix [II] Summary of Screening and Searching Powers**

(See references at Section 2(b) of the full DfE document on screening and searching pupils)

### ***Screening***

School rules can require pupils to undergo random screening for weapons without suspicion as part of the school's disciplinary power and the duty to manage risk.

### ***Searching with consent***

Schools may search pupils who have consented to be searched, but we recommend that the constraints required by law for no-consent searches, and good practice on them, should be followed on with-consent searches.

### ***Searching without consent.***

*(Safety advice - reminder: No-one should be authorised to do a search before being trained. The power to search should be used only where it is judged safe. If the school decide it is unsafe to search, they should call the police.)*

Searching without consent is the new statutory power from 31 May 2007.

A head teacher can conduct a weapons search without consent where there are reasonable grounds to suspect the possession of a weapon. Other school staff must be authorised by the head teacher before they can do so.

*Authorised staff.* A head teacher can search in the presence of another member of staff; and can authorise other staff to search in general, or for a particular search or type of search, in the presence of another member of staff. A head teacher may not direct a member of staff to carry out a search, except security staff.

*Searchers must be same sex as searched.* As well as the searcher, one other member of staff must be present at a search of a pupil and must be of the same sex as the pupil searched. When the pupil's possessions are searched, the pupil and a second member of staff must be present, but the staff may be of either sex.

*Suspicion.* The searcher must have reasonable grounds for suspecting a pupil may be carrying a knife or other weapon. The search can take place on school premises or on a school visit. The searcher can seize anything he reasonably suspects is a weapon or evidence of an offence.

*Clothing.* The searcher can require the pupil to remove outer clothing. Where the pupil refuses to do so, the searcher can use reasonable force to remove, for example, an overcoat.

*Force.* The member of staff searching the pupil may use reasonable force.

*Weapon Found.* The searcher may confiscate a weapon or anything which he or she suspects is intended to be used as a weapon; and must pass it to the police as soon possible [the police have long-standing arrangements for dealing with such items].

Other evidence of an offence can also be seized and, if seized, must be passed to the police.

*With Consent.* The power to search without consent does not inhibit the school's power to search a pupil where the pupil consents. See paragraphs on "options before a without-consent search" above, in [I] Context.

*Staff Defined.* The law on without-consent search defines "a member of the staff of a school" to include teachers and anyone else authorised by the head teacher to have lawful control or charge of a pupil: this could include a security firm's employee.

### **Cooperation between schools and police**

See Home Office/ DfES *Safer School Partnerships (SSP) Guidance*:  
<http://www.everychildmatters.gov.uk/ete/ssp/resources> .

The Safer School Partnerships (SSPs) Mainstreaming Guidance illustrates the different ways schools and police forces should consider SSPs as part of their response to a range of challenges in their schools and local areas, which can be adapted to suit local need. The benefits of this approach include: improved pupil safety, safer working environment and communities, multi-agency problem solving, improved relationships between young people and the police, and increase in the respect for young people and the respect they have for their fellow students and the wider community.

### **To be reviewed in February 2011**

Adopted by Full Governing Body on 10th November 2010