

# The Wilnecote School

**Title of Policy: Behaviour and Discipline Policy 2023  
(including Code of Conduct and Anti Bullying Policy)**

Member of leadership team with lead responsibility for oversight and update of policy	Mr S Simpson
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# Behaviour and Discipline Policy (including Code of Conduct and Anti-Bullying Policy)

## 1. INTRODUCTION

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To be successful, a school must promote good behaviour among its students and create an orderly atmosphere for learning. This document sets out the main ways we achieve this at The Wilnecote School. It includes our *Code of Conduct for Students* and our *Anti - Bullying Policy* which outline the rules and guidance which we expect everyone to follow. The policy should be read in conjunction with our 'Ensuring Excellence' document and the restraint and physical intervention policy.

We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach.



## 2. Rationale and Expectations of our Staff:

Our Behaviour Policy strives to improve classroom behaviour and enable more focused learning, leading to happier, well rounded students who develop an intrinsic motivation to learn and so achieve their potential. We are committed to the following:

- Teachers having high expectations, being role models in all that they do and working hard to form strong relationships with the young people they teach
- Students who do the basics right, are recognised and rewarded
- Students who go the extra mile in lessons and outside of the classroom are recognised and rewarded, in turn creating positive role models who help motivate other students to do the same
- Student achievement increases and low level disruption in classrooms is reduced through the development of clear communication and strong relationships with students, supported by a system that enables teachers to have immediate impact when recognising good behaviour, as well as implement appropriate intervention when witnessing poor behaviour
- Communication with families is strong to enable them to support their child, praising them when they have done well at school and working with the school to support them when they are struggling or need to consider their behaviour with us
- Students who are a cause of concern or struggling are identified and systems and structures are in place to support them to enable them to change their behaviour choices, involving teachers, team leaders, pastoral staff, SEN and Inclusion staff, parents/carers and outside agencies as appropriate

To support learning and behaviour in lessons and as part of recognised best practice, teachers will actively:

- Meet and greet students in a positive manner at the classroom entrance as they arrive to lessons
- Check students are wearing the correct uniform and looking smart
- Employ a carefully prepared seating plan to help enable students to work to their potential, changing it as and when they feel is appropriate
- Ask for planners to be placed on desks, coats to be taken off and bags off backs and out of the way as appropriate
- Deliver well planned and prepared differentiated learning opportunities that engage, challenge and enable students to be successful
- Employ the Universal Approach to support all students in accessing the curriculum and achieving their potential
- Praise and actively reward students when they work hard and try their best
- Employ a range of classroom strategies as appropriate when students are not responding as you would expect them to, underpinned by clear communication that builds strong relationships
- Demonstrate flexible consistency to bring students back on side, showing awareness of individuals, their needs and situations

- Record when students continue to display poor behaviour, despite being given opportunities to change their behaviour choices
- Plan time to deliver homework in your lesson that adds value, allowing time for misconceptions to be addressed and for you to check it is recorded
- Plan time to ensure students are rewarded as appropriate to promote a positive learning ethos
- Dismiss students on time and in an orderly manner

### 3. CODE OF CONDUCT FOR STUDENTS

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At The Wilnecote School, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and pleasant atmosphere. It should be followed whenever students are representing The Wilnecote School, including on the way to and from school, whether walking, cycling or using the bus.

#### In Class

- Arrive at lessons punctually, respond to how your teacher chooses to begin their lesson and enter the room in an orderly way, ready to work.
- Bring all necessary equipment so that you do not have to borrow from others.
- Listen carefully to your teachers: follow their instructions and always try to answer their questions or tasks they set.
- Take part in class and group discussions. Make your own contributions and listen to other students, showing respect for their views.
- Work to the best of your ability and aim to complete all the tasks you have been set. Be resilient - even if you are finding it hard, give it a go.
- Take a pride in the appearance of your work.
- Ask for help if you do not understand or if you are not sure what to do.
- When working individually, concentrate on your own task; do not disturb other students.
- When working as part of a group or team, support and co-operate with fellow students.
- Complete and hand in all your homework on time.
- Be aware of the actions and targets your teachers have set to improve your performance and push yourself to achieve them.
- In practical areas, obey all safety rules and use appropriate safety equipment.
- Play your part in creating a pleasant atmosphere for learning.
- Depart lessons in an orderly way following the 'Neat, Feet, Smart, Depart' procedure.

#### Around School and in the Community

- Enter and leave school sensibly; do not run out of the drive.
- Ride your bicycle sensibly both to and from school and always wear a helmet on the road. Once on school site you should not be on your bike and should walk it when moving around the site with it.

- Walk in a sensible and safe manner in corridors following any one way systems and take care, especially on stairways.
- Leave toilet areas clean and tidy and encourage others to do the same.
- Help keep the school site and the surrounding streets attractive by not dropping litter; use the bins provided.
- Respect the decisions made by staff and follow their instructions. If you do not agree with the decision made, you are still expected to do as asked. The incident can then be looked into should it be deemed necessary. Outright refusal to follow instructions or protocols within the Consequence System will lead to an escalation of sanctions, including internal isolation and fixed term exclusion as appropriate. Opportunities for students to avoid these will be given but if a student continues to refuse to work with the school, sanctions will be applied as necessary.
- Phones should not be accessed during the school day. Give yourself headspace from social media and outside distractions and focus on your learning and relationships with others within school.
- Finish eating and drinking before going to lessons and organize your time so you are not late to begin learning. You may drink bottled water or squash during lessons, except in areas where this may create a Health and Safety concern. Teachers will inform students if there are such restrictions in their classrooms. All energy and fizzy drinks are banned from the school site and will be disposed of if seen. The school catering service will sell only drinks in line with healthy eating guidelines. No chewing gum is allowed on the school premises.
- The selling or supplying of items to other pupils on the school site is not permitted. Students should not be purchasing or receiving items to sell to other students and should this happen, the items will be confiscated and sanctions applied.
- All students are expected to speak to other members of the school community in an appropriate manner. Unacceptable verbal abuse to peers will be dealt with seriously and appropriate sanctions issued, ranging from a detention to an exclusion. Should students swear at members of staff within school they should expect to receive a minimum of a fixed term exclusion and are in grave danger of receiving a permanent exclusion as no adult should have to come to work in any establishment and be verbally abused.
- Smoking or vaping is not allowed anywhere on school premises and students should not smoke or vape on the way to or from school as they likely damage their health and bring the reputation of the school into disrepute. Such behavior comes with a high risk of receiving a fixed term exclusion. Smoking and vaping materials will be disposed of if found in school and sanctions applied. Both traditional and all electronic types of smoking materials are included in these expectations.
- Fighting and physical assaults are unacceptable in a civilized environment where all members of our school community have a right to be safe. If a student or students exhibit such behavior, they should expect to receive serious sanctions ranging from internal isolation up to and including a permanent exclusion when deemed appropriate to ensure the safety of the school community.
- Should students bring the reputation of the school into disrepute or harm members of the school or wider community outside of school hours, we reserve the right to sanction students as we deem appropriate. Fighting, physical assaults, involvement with weapons or illegal substances, antisocial or dangerous behavior that involve our students, both on and off school grounds and before or after school hours, will either be dealt with by the school and/or referred to the police as is deemed appropriate on a case by case basis. As when dealing with incidents inside the school, sanctions ranging from internal isolation up to and including permanent exclusion can and will be applied to maintain the reputation of the school and to keep members of the school and wider community safe.

- If students are involved in or witness an unacceptable situation where they choose to 'close-ranks' and not work with the school to resolve it, they should expect to receive sanctions as deemed appropriate by the school, as they have a duty and a responsibility to keep the school safe and orderly for all who attend it.
- If a student purposefully damages school property they should expect to receive a minimum of an internal isolation and potentially a fixed term exclusion based upon the damage caused and the actions they demonstrated.
- Should a student choose to truant lessons in school they should expect to receive a minimum of an internal isolation and potentially a fixed term exclusion based upon the safeguarding risk they have caused and their willingness to comply with instructions when found.
- Should a student choose to leave the school site without permission from the school they will likely receive a fixed term exclusion for putting themselves at risk and creating a major safeguarding concern.
- The school reserves the right to make judgements regarding the sanction applied and length of said sanction, based upon the evidence available and the probability of such behaviour having taken place. Whilst previous sanctions for similar offences will be considered, each incident will be decided upon a case by case basis.

### **Personal Appearance and Property**

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and for the school. Refer to the school website and planner for uniform guidelines when purchasing shoes and other clothing to ensure you are meeting school expectations.
- Follow the guidelines on jewelry, makeup and hairstyles as found in the Uniform Code. If you are not sure what will be acceptable, ask your Pastoral Manager or Head of House.
- Outdoor coats, scarves or gloves should not be worn around school and hoodies and sweatshirts are not part of our school uniform so should not be worn to, from or in school. They should not be seen in school.
- Please refer to uniform guidelines and expectations found on the school website and in planners for further details before purchasing items that may be deemed inappropriate.
- Look after your own belongings and respect those of other people.
- Mobile phones, MP3 players and Headphones should not be seen in school between the hours of 8.30am to 3.00pm. Should they be seen, they will be confiscated and then can only be collected by an adult from 3:30pm until 5pm when Reception closes. Should there be exceptional circumstances when a mobile phone cannot be collected during this time period, we will endeavor to arrange a later time for collection to take place if possible. Should students choose to bring a phone to school to enable them to communicate with parents on the journey to and from school, this should be kept out of sight once the day begins, in their school bag and is their responsibility to look after. Parents and Carers are asked to contact School Reception should important messages need to be relayed to their child during school hours rather than contacting their child which can then lead to them using their phone in school. The school will not take responsibility for damaged or stolen property should electronic devices be brought onto site. Should there be a situation when a student needs to contact a parent using their mobile device during the school day, they should speak to a member of the Pastoral Team and this will be facilitated if deemed appropriate.

Should a student choose to ignore this opportunity and then be caught using their device without permission, they should have no complaints.

- The bringing to school of items including those that could be dangerous, construed as weapons, knives, imitation weapons, matches or fireworks is prohibited. Bringing items of this nature to school carries the serious risk of receiving a permanent exclusion from school to ensure the safety of our school community. We will liaise with the police as appropriate should such issues occur. Should students use weapons toward another member of the school community either inside or outside of school hours, they risk losing their place at the school as a permanent exclusion or move to another education provider will be seriously considered, to enable the victim to be able to come to school feeling safe and confident.
- If you bring medication to school, hand it in to your Pastoral House Manager. Remember that the school can only give you medicine, such as painkillers if they have first received written permission from a parent/carer. These forms can be obtained from the Student Services.
- If caught in possession of illegal narcotics when in school or clearly linked to them being brought onto or around the school site, serious sanctions will be applied as well as direction to external organisations to provide appropriate support. Should a student be suspected of or known to provide illegal narcotics to other students from our school community either in or outside of school, they place themselves at likely risk of receiving a permanent exclusion or being moved to another education provider as we have a duty to keep all members of our school community safe. We will liaise with the police as appropriate should such behavior occur.
- The school reserves the right to search students in line with Government policy as found in 'Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies' - published by the Department for Education, January 2018'
- We aim to provide an orderly, caring learning community where ALL students have the right to learn and ALL teachers have the right to teach in a safe and supportive environment.

#### **4. REWARDS**

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We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of students are celebrated.

At The Wilnecote School, we offer a range of rewards to:

- Recognise the value of students' regular attendance, achievement, effort, service, and leadership within the school.
- Give positive encouragement to students to succeed and to contribute.
- Enhance staff-student relationships within the school.
- Improve students' sense of worth and self-confidence.

All staff should use the reward systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the reward systems.



### **Value Points:**

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

Students have the opportunity to earn Value Points in the following ways:

- Being in a lesson and meeting basic expectations (Positive lesson)
- Going above expectations in terms of effort or perseverance (Excellence in class)
- Demonstrating positive values
- Good homework
- Tutor checks including planner, uniform and equipment to learn
- Extracurricular Attendance
- Service to the school
- Attending intervention classes after school
- Attendance

As a school, we are committed to increasing the profile of Value Points, both in and out of the classroom so there is greater focus on positivity within the school.

The Go4schools Parent App will let parents and carers know whenever positive value points are awarded by staff, enabling them to praise their child for positive points received in school, reinforcing a partnership approach to supporting their child. Students will also have their own Go4schools Student App and be able to see who is awarding them points and what for.

### **Verbal praise**

Staff should aim to praise students as often as possible; a quick, simple, personal and effective reward, that makes students feel valued and that their efforts are acknowledged.

### **Postcards and letters of Praise**

Staff will acknowledge student attitudes through postcards that praise their contribution to school life, both in and out of the classroom. Both pastoral and curriculum leaders send postcards home to congratulate students on their excellent work, attitude and behaviour. These students are selected by their class teachers and tutors and are only sent to students who are seen to be deserving of additional praise and recognition.

### **Celebration Assemblies and Events**

Celebration Assemblies and Events are held at the end of each term to promote positive attitudes demonstrated in the areas of attendance, behaviour and effort.

### **Assemblies**

- Pastoral change to Year Officers will use assemblies to celebrate individual and/or group achievements and positive activities.
- Pastoral Year Officers will review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week.



- Attendance certificates will be awarded half-termly to those students with 100% attendance.

### **Display of students achievements**

- Classroom displays - students' work should be praised and displayed to their class at time of completion. All staff should display students' work in their classroom area, be this a working wall or work for presentation purposes.
- Social Media and Newspaper coverage - outstanding or unusual achievements should be referred to our communications manager, in order that the school or local newspaper can be invited to cover the story, to acknowledge the achievement of individuals and to reinforce the positive profile of The Wilnecote School.

### **SLT Recognition**

Every Year group has a member of SLT who are linked to that year group. Tutors can refer members of their group to their SLT link for praise and recognition of achievements. This is an opportunity for young people's hard work, attainment or acts of kindness to be recognised by senior members of staff and for students to receive praise for what they have achieved.

### **Phone Calls Home**

Every term, members of SLT telephone the parents of students who have achieved highly in terms of progress, attainment or behaviour, as indicated through the school's data collection. The top twenty in every year group will receive a telephone call, congratulating the students for their achievements.

### **Year group Celebration Assemblies**

This termly event is an opportunity to praise students on their attendance, their behaviour, sporting successes and other extra-curricular successes, such as music qualifications or even out of school activities. We encourage students to be proud of their talents and achievements so that we can praise and reward as many of our students as possible.

### **Annual Presentation Evening**

Outstanding progress and achievement are recognised at our annual presentation evening, which is our most formal school event of the year. Parents are invited to share in this celebration as students receive prizes for a range of successes including their academic and sporting achievements, 100% attendance for two or more years as well as for significant contributions to the life of the school.

## **5. HOME AND SCHOOL COMMUNICATION**

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The majority of our students receive rewards throughout their time at The Wilnecote School because they continue to be well-motivated, self-disciplined and hard-working. However, some students do experience problems or go through a difficult time at some point in their

school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage, we can usually sort out the problem.

When we are concerned about a student's behaviour in class, they may be placed on 'Daily Report' so that we can monitor this and keep parents informed. Similarly, if our concern is unauthorised absence an Attendance Report will be issued. These are completed by each teacher and reviewed with the Team Leader or Year Manager at the end of each day. Parents are asked to read and sign reports each evening. Teams also make use of Subject Reports, if the problem is confined to a particular area. These are reviewed with the Team Leader. Team Leaders and Pastoral Year Officers will liaise closely in these circumstances to monitor the situation, working together on solutions if there are wider behaviour issues in a number of subject areas.

Should there be continuing concerns after Team Leader or Pastoral Reports have been utilised, a student may be referred to our Inclusion Team to receive additional intervention. If a student has an SEN diagnosis, they may undertake additional work with members of the SEN team.

## **6. BEHAVIOUR MANAGEMENT IN LESSONS - OVERVIEW**

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When students behave inappropriately, staff will respond in a manner that provides students with the opportunity to make appropriate choices, whilst clearly aware of sanctions that will be employed, should they continue to choose not to do so. This reserves emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately.

### **Setting the scene for positive behaviour is key.**

**Staff will always use their Professional Best by (ref. Ensuring Excellence):**

- Working to build strong relationships with students and being relentlessly optimistic
- Implementing agreed school routines.
- Implementing classroom behaviour management techniques that are supported by our Consequence System.
- Being consistent in the context of an understanding of the students' emotional and social background, employing flexible consistency when appropriate.
- Appreciating that one professional's actions can impact on the work of others - positively or negatively
  - Use the 'lighthouse effect' /eyes in back of head, remaining vigilant and knowing what students are doing all of the time
  - Use strategies to diffuse a situation or get a student back onside to avoid sanctions and 'win the student over'
- Use professional judgement to tackle inappropriate behaviours fairly and consistently in line with behaviour policies, remembering that sometimes a conversation to educate is more powerful than a sanction
  - Insist on courtesy and politeness and model this

- Keep things in perspective
- Do not back children physically or figuratively into corners.
- Contribute to ensuring the highest standards of behaviour and manners outside lessons
- Practise and encourage mutual respect, fairness and friendliness
- Always take opportunities to challenge prejudice
- Never hold grudges
- Modelling our expectations
- Being a role model on duty and using this time as an opportunity to get to know and build relationships and trust with young people, praising good behaviour and reinforcing expectations

**Staff will:**

**Be positive role models**

- smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with their frustrations and create a calm atmosphere.
- When moving around the building or on duty, greet students and smile, asking them how they are, so building relationships with them as well as generating self-confidence and appropriate social skills that bond a community.
- Be the person who speaks and engages with a student who might otherwise may go through a day without any direct interaction with adults or peers so making a difference
- When on duty at the end of a day, wish students a good evening, praise them for their efforts in the day, checking they are OK or asking them about their day.

**Recognise and acknowledge achievements and give praise**

- give praise for effort as well as quality. Teachers will build relationships to try and get to know the students they work with, identify something that to others may seem unimportant or a minor achievement, but to that student is something to be proud of. They will use praise to build self-esteem in a young person, working to rebuild relationships with them if their behaviour has been inappropriate in the past by recognising the changes they are making to their behaviour. They will identify the students who are quiet or always do the right thing but can go unnoticed in lessons as much as those who display greater confidence and it is easier to praise.

**Start each day with a clean slate -**

- staff will ensure that incidents have been dealt with from prior lessons. (Consequences Boards must be wiped clean at the end of every lesson and at the end of the day).

**Be consistent**

- This approach will be used with all students as they must perceive this as a predictable, reliable and consistent pattern. However, the member of staff is the professional and will tailor their approach to specific students when they deem it appropriate - “equality versus equity”. Staff will state the facts when they describe behaviour. They will not invite discussion by phrasing comments as questions, e.g. “Why are you talking?” Rather, “I’ve already asked you not to talk, so this is a C1”. Staff will ensure that students know it is the teacher’s priority to maintain the pace of their lesson for the benefit of all students.

**Deliver high quality learning opportunities:**

- Well planned, pitched and paced lessons should drive positive behaviour in lessons, coupled with effective and efficient behaviour management strategies that diffuse situations, give students the best possible opportunities to continue learning and build positive relationships. The Consequence System should be an additional mechanism that supports learning taking place in the classroom when other behaviour management techniques have not been seized upon by students or their behaviour is utterly unacceptable or dangerous. Effective and efficient behaviour management should mean that the consequences system is not used because Ensuring Excellence is lived by all.

‘Our Professional Best’ exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. Fostering positive relationships with young people is at the heart of this. With these in place, there will be a limited need for the Consequences system.

**7. BEHAVIOUR MANAGEMENT IN LESSONS - STRATEGIES AND PROCESSES**

Behaviour management is not just about punishing unwanted behaviour or even rewarding desired behaviour. Rather it is about having strategies in place to support children to behave in ways that help them gain the most from their schooling. Building positive learning relationships and intrinsically motivating children to learn are important for effective behaviour management.

Staff at The Wilnecote School use a range of techniques including the following to manage behaviour in their lessons and to ensure we have a consistent and effective approach to behaviour management:

Teacher Technique:	Details:
Discreet reminder when greeting the class or when learning has begun	<p>When class are entering the room, asks a pupil to briefly wait whilst others go in and start a task so they can have a brief pep-talk.</p> <p>Examples include:</p> <p><i>‘John – I’ve moved you in the seating plan to avoid you getting distracted as I really don’t want you to receive a detention. If you don’t understand what to do when we’ve started, put your hand up and I’ll come to you but let’s have a really positive lesson and get yourself some Value Points.’</i></p>

	<p>The teacher can also do this when the class are settled on a Starter activity or main task, kneeling down beside a student in a non-threatening manner and having a quiet word.</p> <p><i>'Amy, I really want to write a positive comment in your planner today which you can show your parents when you get home, so please remember what we discussed so you can walk out of here in a good place and make yourself and your parents proud when you get home.'</i></p> <p><i>'Brandon – you know I spoke with your parents because I'm worried about you and so are they. I really want to phone them again to say how brilliant you've been as you've taken on board what has been said, so if you can give me a few good lessons in a row, I'll make sure it happens.'</i></p>
Choice	<p>Gives pupils some control over the situation which is less likely to initiate point-blank refusal.</p> <p>Examples include:</p> <p><i>'I need you to get on with your work as I don't want you to go on the Consequence Board,, it's your choice.'</i> <i>'You are choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice) – I am trying to help you but you now need to help yourself and make the right decisions or I'll have no option but to issue with a C3'</i></p>
Take-up time	<p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. If possible, have the conversation beside the pupil as you move around the room, rather than issuing a direct challenge in front of other students, when saving face can contribute to decisions taken and reactions received.</p> <p>Examples include:</p> <p><i>'You need to open your book and start work now, Jane. I'm going to see Bill who needs some help, but I'll come back in a minute if you need any.'</i></p> <p><i>'Come on Bill – we started this task 5 minutes ago. Do you understand what to do? Good – I'm going to help some other students in the room and when I come back to you in a few minutes I expect you to have attempted to answer at least the first two questions.'</i></p>
Partial agreement	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions.</p> <p>Examples include:</p> <p><i>'Yes, you may have been talking about your work but I need you to...'</i> <i>'Yes, I can see how it might appear unfair and yet I still need you to complete your work.'</i></p>

<p>When-then direction</p>	<p><i>'I know you aren't happy, but now is not the time to discuss this, so focus on your work and we can talk about it at a more appropriate time'</i></p> <p><i>'I know you don't think a C1 is fair but you haven't actually been punished, so please take it as a warning and focus on the work, because if you do, you won't be in any danger or receiving a detention.'</i></p> <p>Avoids the negative by expressing the situation positively.</p> <p>Examples include:</p> <p><i>It is better to say, 'When you have finished your work, then you can go out' than 'No, you cannot go out because you have not finished your work.'</i></p>
<p>Privately understood signals / Non-verbal cues</p>	<p>Avoids verbal confrontation and saves face.</p> <p>Examples include:</p> <p><i>Walking past a student and pointing at the question in the book they should be working on to refocus them.</i></p> <p><i>Saying the students name to gain their attention and then pointing at the Consequence Board to indicate they are close to going on it or where they already are, to indicate a change in behaviour is advisable. A look is often as powerful as a verbal explanation and takes out confrontation and the opportunity for a student to reply.</i></p> <p><i>Engaging with a student through a look and then pointing at the task on the board and then tapping you watch. Clapping your hands gently twice or standing next to a 'Student Expectation Poster' in the room and gesturing. An individual pupil may recognise a signal from the teacher as a reminder to concentrate on work.</i></p>
<p>Tactical ignoring</p>	<p>Often appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.</p> <p>Examples include:</p> <p><i>The teacher may say to a nearby pupil:</i></p> <p><i>'Well done Ben, you have remembered to put your hand up to answer a question.'</i></p> <p><i>'There are some fantastic role-models in this class who have made a great start and are on course to receiving additional Value Points'</i></p> <p><i>'Beth – great work – that's an additional 2 Value Points – keep it up. I want to give out more of these so show me who else wants them.'</i></p>

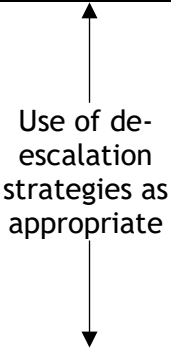
<p>Redirect Behaviour</p>	<p>Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.</p> <p><i>Examples include:</i></p> <p><i>'Okay, Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books. I'm going to be asking one of you to answer a question about it in a moment so please be ready.'</i></p>
<p>Consequences and sanctions</p>	<p>Needs to be in line with school policy and be implemented clearly and consistently.</p> <p><i>Examples include:</i></p> <p><i>'Remember the school rule, Phil. If you are late for lessons again, I will need to give you a detention.'</i></p> <p><i>'Sarah – I've already moved you and given you a number of opportunities to do the right thing and you are now on a C2. If you continue to behave in this manner, you can have no one to blame but yourself if you receive a C3 and have to spend additional time in school. Please now make the right choice as there is nothing else I can do to help you.'</i></p>
<p>Deferred Consequences</p>	<p>Deals later with a pupil who is misbehaving and therefore removed the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.</p> <p><i>Examples include:</i></p> <p><i>'I'd like to sort this out, Amy, but we can't do it now. I need you to wait for me at the end of the lesson.'</i></p>
<p>Private Conversation</p>	<p>This is not always easy or possible to do due to disruption it can cause to learning taking place in the room. However, if appropriate, ask a student to stand outside and give them 60 seconds to 'take a breath'. Stand in / near the doorway so you can still see/keep an eye on the class and discreetly explain to the student that their behaviour is unacceptable and they are giving you no choice but to issue sanctions. This is their opportunity to tell you if there is a problem and if there is not, they need to come back in and make the right decisions so they can have a positive lesson. Check they understand what you expect of them and then invite them back into the room asking for a positive attitude moving forward.</p>



## Dealing with persistent poor behaviour in lessons

This model is to be used in conjunction with the behaviour management strategies highlighted above. Teachers must always attempt to de-escalate by giving students time and using considered language that allows a student to consider their choices rather than resulting in an escalated response. These strategies may also be employed at any point when the Consequence system is being escalated.

### Using the Consequence System to Support Behaviour Management:

1. Reminder of expectations and employment of de-escalation strategies as appropriate	
2. Clear Verbal Warning	
3. Explicit use of language when issuing a 'C1' and the reason for it	
4. Issuing of a C2 is clear with warning that they are now on the verge of receiving a detention	
5. Issuing of a C3 = 30 minute detention	
6. Student leaves the class with a clear understanding when the C3 detention will take place and goes straight to the Department Room for the rest of the lesson	

When delivering opportunities for students to make choices around their behaviour, staff will do so in a calm, controlled and restorative manner. They will employ a common language that emphasises choice and attempts to deescalate situations, in line with a restorative approach.

### Escalation procedures, should a student continue to make poor choices when having opportunities to modify their behaviour:

<p><b><u>C3 Detention (30 mins)</u></b>  <b>Behaviour that would lead to Teacher Intervention or a 'C' being issued and potentially resulting in a C3 Detention</b>          (this list is not exhaustive but an illustration)</p>
<p>Low level chatting   Silliness   Calling out   Not following instructions   Distracting others</p> <p>Disturbing learning   Not starting work   Work avoidance   Leaving seat without permission</p> <p>Rudeness (to students or staff)   Not sitting where placed   Deliberate disobedience</p> <p>Coming into the room inappropriately   Failure to settle quickly   Failure to attempt work</p> <p>Failure to produce a reasonable amount of work   Repeated inappropriate behaviours</p> <p>Lining up inappropriately   Leaving inappropriately</p> <p>Boisterous behaviour when entering the classroom or when in lesson</p> <p>Use of language to another student that would be deemed rude but was not meant in this context</p>

**C3 Other / Straight C3 that sees a student go to the Department Room:**

- Rudeness of an unacceptable level toward another student or member of staff
- Complete refusal to work or engage in a lesson
- Health and Safety concern through dangerous behaviour
- Inappropriate or dangerous behaviour outside of a classroom

**C3 Other / Straight C3 that sees a student stay in the Classroom:**

- Lack of equipment (after warning)
- No homework (after warning)
- Insufficient classwork at the end of a lesson
- Insufficient work on a test at the end of the lesson
- Eating in a lesson (unless continues after being asked to stop)
- Use of mobile phone or other smart technology without permission
- Being unreasonably late to the lesson with no note from a member of staff
- Using ICT Inappropriately
- Poor behaviour during social time

**Following on from a C3 Escalation being issued:**

There are times when a student is deliberately / unacceptably rude or continues to behave in a totally unacceptable manner and an Internal Exclusion is the correct option for the member of staff to employ, with no option to diffuse a situation.

However, when a student receives a detention, at times their emotions can run away with them and their response can be driven by this.

When possible, a teacher:

- will try and diffuse this response to avoid issuing a C4 SLT detention such as asking a student to wait outside the room who is insistent on arguing the sanction, giving time to cool down and then explaining what the right thing to do is and encouraging the student to do so to try and avoid a C4 SLT detention.
- will explain to a student that should they continue to behave in this manner they will be issued an external exclusion so to please leave the room as asked and do the right thing.
- may 'turn a blind eye' if a student leaves in an inappropriate manner due to being upset (e.g. slamming a door)
- may choose to discuss a potential C5 internal exclusion (e.g. slamming a door when leaving) with a student at a later time, explaining that should they react inappropriately again, they will receive one. Escalation may be dependent on the response from the student.

However, this is not always appropriate or possible.

**Pastoral Detention (30 minutes)**

Behaviour that would result in a Pastoral Detention:

- Poor behaviour in the corridors between lessons or during social time
- Failure to get report signed or take it seriously
- No planner, planner not signed, inappropriate uniform, poor punctuality

- Inappropriate behaviour toward Pastoral staff

### **Lunch time reflection (20-25 mins)**

Behaviour that would result in a lunch time reflection detention:

- Poor corridor behaviour between lessons or during social time
- A pattern of lateness to lesson
- A pattern of lateness to school resulting in a same day lunch time reflection
- Uniform issues

### **SLT C4 Detention (60 mins)**

Behaviour that would result in an SLT Detention:

- Failure to attend a C3 30-minute detention. This detention does not replace the C3 detention already awarded.
- Continued escalation of repeated lateness to school or class.
- 3 or more behaviour detentions within a week
- Failure to respond to a C3 Detention by continuing to demonstrate similar poor behaviour
- Continued failure to respond to Pastoral Report.
- Behaviour that is deemed more serious than a C3 but not deserving an Internal Exclusion
- Refusal to move to the department room following a C3 lesson removal
- Internal truancy.
- Defiance – refusal to follow an instruction repeatedly by a member of SLT
- Poor behaviour in Internal Exclusion.

### **Headteachers' Detention (120 minutes)**

- Persistent patterns of poor behaviour that require a circuit break without the removal from curriculum.
- Persistent avoidance of attending an SLT detention
- Repeated poor behaviour in an SLT detention

### **Issuing of an Internal Exclusion C5**

An Internal Exclusion may be issued for different reasons including and is a very serious consequence. It may be used in association with a fixed term suspension or may be more than one day dependent on the seriousness of the behavioural event. Internal exclusion can only be authorised by a deputy headteacher or the headteacher and may not take place instantly.

### **Internal Isolation:**

Reasons why a student will receive an Internal Isolation include:

- Persistent Refusal to go to lesson
- Truancy from class
- Total disruption of a lesson through behaviour choices
- Unacceptable rudeness toward staff or behaviour, either in or out of lessons
- A pattern whereby there has been a failure to get report signed or take it seriously

- Unacceptable rudeness to another student or member of staff
- Racism, Homophobic or discriminatory language
- Unacceptable language such as swearing or highly insulting language
- Threatening behaviour toward another student or member of staff
- Dangerous behaviour that could lead to serious injury (Health and Safety)
- Refusing to hand over items which are not allowed in school
- Repeated patterns of unacceptable uniform such as excessive make-up, false nails or eye lashes, inappropriate clothing including trainers unless there are exceptional circumstances/medical note (if a student removes these, they will be allowed back into lessons)
- Repeated pattern of walking or running away from a member of staff who is having to deal with a situation
- Using mobile technology or ICT in a manner that causes Safeguarding concerns
- Stealing
- Vaping or smoking
- Unacceptable language

**Failure to respond to the above may see this escalated to a Fixed Term Exclusion)**

### **Suspension**

Examples of incidents that will likely lead to this sanction:

- Refusal to go to the Internal Exclusion Room if asked
- Poor behaviour in the Internal Exclusion Room
- Walking out of the Internal Exclusion Room
- Refusal to follow instructions from members of staff so making it unsafe for the student to be in school
- Behaviour that causes serious disruption within school
- Vandalism to school property
- Swearing or totally unacceptable language toward a member of staff
- Racism, homophobic or discriminatory behaviour or bullying
- Persistent Bullying
- Threatening or aggressive behaviour towards students or staff
- Fighting / Assault
- Highly dangerous behaviour, endangering self and others in the school
- Setting off the fire alarm
- Concerns around illegal substances
- Concerns around weapons
- Refusal to hand over mobile phone if safeguarding concerns are raised
- Refusal to hand over banned items
- Refusal to allow search of bag or property if safeguarding concerns or concerns over banned items, so refusing the opportunity to prove innocence
- Leaving school site without permission so causing a safeguarding concern
- Behaviour that causes serious disruption
- Repeated behaviour that was initially punished with an Internal Exclusion

**Guidance for following refusal to follow instructions** - refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a sanction, but the consequence system is applied and students move through from C1 to C3 and thus are asked three times to comply:

“David, can you please ... - I am now issuing you a clear warning”

“David, are you refusing to follow a reasonable request to ... - I am now issuing you a C1”  
“David I am asking you again... I am now issuing you a C2 for refusal to do as asked. If you continue you will receive a C3 detention”  
David, I am now issuing you a C3 Detention for...”

## **8. CONSEQUENCE SYSTEM - DETENTIONS**

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The majority of students complete their schools' careers without ever receiving an after school detention. However, if a student is sanctioned with a C4 Detention or a C5 that is escalated from a C3 Detention, a one hour after school detention will be issued. Students will be supervised and given an 'reflect, occupy and ignore' task to complete. All detentions must be completed. If a student is absent on the day of the detention it will be rearranged. If a student fails to attend an after-school detention, they will attend an SLT detention the next day or the event will be upscaled to a Headteachers' detention and/or Internal Exclusion. Parents will be notified of the detention via the school SMS service.

Should students receive 3 or more C4 detentions in a week for poor behaviour related issues in lessons, they will be placed in a 2 hour Headteachers' detention that takes place on a Friday evening.

Where the need arises, occasional detentions may be scheduled on other days at the teacher's convenience.

### **Failure to attend a Detention**

If a student chooses not to attend a detention, they will be placed in an SLT detention the following day and also have to re-sit the detention. If there is a reason a student is unable to attend, it is the responsibility of the parent/carer and student to speak to the Gate Keeper at the earliest appropriate opportunity to try and resolve this or confirm that following discussion with family/carers, it has been agreed to reschedule a detention. If a student fails to engage with staff to try and resolve a situation or confirm that it has been agreed with parents/carers to reschedule a detention, the student will be responsible for ignoring a clear request from the school. Where parents/carers/students ask for a detention to be rearranged, the Gate Keeper will make an informed and final judgement on whether exceptional circumstances should lead to the detention being rearranged and we ask students and parents/carers to respect this decision. The Gate Keeper will liaise with other Pastoral Staff as appropriate. The sooner a sanction can be seen through, the quicker a student can move on from it and we ask parents and carers to work with us a school to maintain the high standards we wish for their child and the rest of the school community.

## **9. CONSEQUENCE SYSTEM - Internal Exclusion room**

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The Internal Exclusion room is used when an Internal Exclusion sanction is issued. A student who is in the Internal Exclusion room will report immediately to the Internal Exclusion room at 8.25am and will work in isolation, supervised by designated staff, throughout the school day. Appropriate, year specific work will be available which they will complete with support from the supervising member of staff. They may also spend part of this time discussing the reason for their sanction and agreeing a way in which to move forward. Students will be allowed comfort breaks in the room but will not be allowed to have a break at the same time as the other students. Students will be supervised throughout lunchtime. Students will be given a choice of cold food to order for their lunch. No hot food can be consumed in the

Internal Exclusion room. Parents will be notified at the end of the day if their child has been in the Internal Exclusion room via the SMS service. If a student misbehaves in, or refuses to attend, the Internal Exclusion room then a C6 will be issued. They will re-start their original day in the Internal Exclusion room upon their return from exclusion and then serve a second day for the subsequent second negative behaviour choice they have made. Continual refusal to follow instructions and meet school expectations will lead to either a Managed Move or a Permanent Exclusion.

## **10. MANAGED MOVE**

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In extreme circumstances the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and for students whose behaviour has either been repeatedly below expectation or has been extreme, this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve-week trial basis before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

## **11. SUSPENSIONS**

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The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, calm and orderly. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in school.

A student can be excluded from the school for a maximum of 45 days in any one school year. An excluded student is not allowed to come into school or its vicinity for a fixed number of days.

Parents will be expected to attend a meeting at the school, usually with the Pastoral lead officer or SLT link to the year group, on the day of the pupil being re-admitted. On these occasions we ask that parents are accompanied by their child, so that we can discuss the incident and its consequences before he or she returns to school.

Where possible, work will be set for students to complete at home during the exclusion period. Internal Exclusion room manager and Pastoral Year Officer are expected to co-ordinate this, liaising with curriculum teachers.

Any student considered to be at risk of permanent exclusion will be referred to the Pastoral Year officer who will review support strategies, including initiating the Early Help Assessment process; parents will be invited to contribute to this process. Where a child receives a number of FTEs for repeated or different behaviours, there may be the option of a formal Governor's Warning before a panel of Governors.

## 12. PERMANENT EXCLUSIONS

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This is the most severe sanction available to a school. As such it is very rarely used at The Wilnecote School and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors. Work will be set for the excluded student until the appeal has been heard.

### Appeals

Parents have the right to appeal to the Governors at all stages of exclusion from School. The Governing Body or the Local Authority (LA) has the power to reinstate a student who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body and to the LA. If the student is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

## 13. PUPIL TRANSFER

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To avoid a permanent exclusion:

- The school may use a "managed move" to another setting within the Community Academies Trust or further afield. This can be an agreement between the school and the parent, the student will move to the new school immediately.
- the headteacher reserves the right to use the powers afforded to them within the DFE guidance for Maintained schools, academies and pupil referral units in England (September 2023) "Suspensions and Permanent exclusions from Maintained schools, academies and pupil referral units in England including Pupil Movement" to direct education off-site (OSD). Please refer to section 23 of the DFE guidance, "Alternative provision" 2013 and Sections 36 to 46 of the DFE guidance, "Suspensions and Permanent exclusions from Maintained schools, academies and pupil referral units in England including Pupil Movement" 2023.

## 14. POOR BEHAVIOUR OUTSIDE OF SCHOOL

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When dealing with an 'out of school' incident, the House team will investigate and consult the Deputy Headteacher (Relationships) regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a student at The Wilnecote School.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another student/member of the public.
- Their behaviour could adversely affect the reputation of the school.



## **15. MOBILE PHONE POLICY**

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Whereas many schools ban students from bringing mobile phones to school, we have never felt this to be an appropriate approach for our students. We appreciate that many parents want their children to have phones for safety reasons when travelling to or from school for ease of contact.

We make it clear to students that phones should be switched off and not visible between the hours of 8:30am-3:00pm, unless the class teacher specifically gives permission for them to do otherwise to aid with learning taking place.

On occasions, teachers may permit students to use their mobile phones for educational purposes, such as researching a topic on the Internet. However, students are not permitted to access or send messages or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher. Should students use mobile phones in school to photograph or video other students or staff without their permission, they will face a serious sanction for causing a major safeguarding concern.

If a member of staff sees or hears a mobile phone during the school day, the teacher should confiscate the phone. The phone will be locked in a safe and a receipt given to the student to pass to their parent/carer. The parent/carer can collect the mobile phone from School Reception between the hours of 3:30-5pm. Should they not be able to collect until after 8pm, please contact the school for arrangements to be made for this to take place.

From time to time, a student may be in a position in which a difficulty is taking place outside of school and parents/carers wish to contact them to update them with a situation. We ask parents/carers to use Reception to pass on all urgent messages regarding changes to arrangements to be picked up at the end of school, if a student receiving this as a text after 3.00pm is not sufficient. If a student/parent really needs to establish contact during the school day to provide reassurance regarding a difficult event taking place outside of school, please contact a Pastoral Year Officer who will put arrangements in place for this to happen at an appropriate time and place to ensure the student is supported and is not punished by having their phone confiscated. Keeping lines of communication between home and pastoral staff is key to supporting the young people in our care.

Should any student respond inappropriately to a teacher's decision to confiscate a mobile phone, sanctions will follow in line with the school's Behaviour Policy as outlined previously.

## **16. COMBATTING BULLYING**

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Bullying can be defined as 'a persistent, deliberate attempt to hurt or humiliate someone'. At The Wilnecote School we do everything we can to prevent bullying, working on the principles outlined in our Anti-Bullying Policy which can be found at the end of this document.

# ANTI-BULLYING POLICY

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The aim of the Wilnecote School anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

## Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time and which intentionally hurts another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- physical assault.
- verbal abuse, by name calling, teasing or making offensive remarks.
- cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video, social media and e-mail.
- indirect emotional tormenting by excluding from social groups or spreading malicious rumours.
- underhand behaviours to intimidate or make individuals or groups feel uncomfortable. Examples include comments made ‘indirectly’ in corridors or classrooms, following individuals around the site or on the way home, inciting others to behave poorly towards individuals, ‘accidentally’ knocking into individuals in corridors and leading behaviour to make another student or a group feel uncomfortable.

Bullying may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

## Bullying Outside School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the town centre. Where bullying outside

school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or community support officers.

### **What should you do if bullying is taking place?**

If you are being bullied or you know of someone else being bullied - **TELL SOMEONE**. Don't blame yourself for what has happened.

Remember:

- Tell your parents and in school tell your form tutor or any other adult you trust.
- If it is urgent **TELL** the nearest adult. If they do not listen **TELL SOMEONE ELSE. DON'T GIVE UP. IF YOU DON'T TELL, THINGS COULD GET WORSE.**
- Walk away from any dangerous situation and **GET HELP**.

As well as telling, you can help stop bullying by:-

- Being friendly towards people you know are being bullied, including them in your discussions, break-times and lunchtimes.
- Not laughing when someone is being bullied.
- Saying out loud that you don't like what is going on.
- Not joining in.
- Letting an adult know if you see someone else being bullied.

### **FOR PARENTS**

Things to look out for in victims of bullying:

- Regularly feeling sick or unwell in the mornings.
- Reluctance to make the journey to and from school.
- Money or possessions going missing.
- Clothes or school bag torn.
- Wanting extra pocket money for no particular reason.
- Unexplained cuts and bruises.
- Taking different routes to school.
- Unexplained behaviour changes, e.g. moody, bad tempered, tearful.
- Unhappiness.
- Nightmares.
- Not wanting to leave the house.
- Reluctance to talk openly about school friends and playtimes.

### **WHAT YOU SHOULD DO IF YOU THINK YOUR CHILD IS BEING BULLIED**

- Calmly talk with your child about his/her experience.
- Make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred, where it happened and what has happened.
- Reassure your child that he/she has done the right thing in telling you about the bullying and that there is nothing wrong with him/her.
- Encourage your child to report any incidents of bullying to a teacher immediately.
- Make an appointment to see your child's Head of House even if your child is reluctant that you do so.

### **WE CAN ONLY DO SOMETHING IF WE KNOW THERE IS A PROBLEM**

- Explain to the teacher the problems your child is experiencing.
- Do not encourage your child to hit back, however frustrated and upset you are. It will only make matters worse. Such behaviour could be contrary to your child's nature and if your child instigates a physical assault they will have no option but to sanction them. They are also lowering themselves to the level of the bully.

### **Anti-bullying Procedures**

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to house staff and dealt with quickly and appropriately.

Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should be referred to the appropriate House Team as quickly as possible.

Staff suspecting an incident of bullying should:

- Reassure the young person that their concerns are being taken seriously and will be investigated.
- Contact the relevant head of house as soon as possible with details of the incident.
- Record the incident details on the school's electronic recording system as an 'Incident'.

Pastoral House Managers and/or Heads of House will investigate all reported incidents of bullying using the following procedure:

- Appropriate students will be interviewed by the relevant Pastoral House Manager and/or Head of House and statements will be taken.
- If the investigation confirms a bullying incident has taken place the Pastoral House Manager will enter the bullying incident on the central bullying log
- Pastoral staff will at times have to make decisions based on the probability of the evidence they have gathered
- Appropriate sanctions will be used for the perpetrator/s
- Parents of the victim and perpetrator will be notified immediately and support will be given by the Pastoral House Manager. The incident will be reviewed regularly with regular contact with the victim and parents (timing appropriate to individual situations).

### **The Role of Student Mentors**

Student Mentors are available to support younger students in school and offer a 'drop in service' during advertised break times in the Health and Well-being Centre.

The trained Student Mentors will be easily identified around the school site by wearing a Student Mentor badge. Some of our Student Mentors have further training as Upside Champions and Peer Well-being Champions, enabling them to signpost to 'safe' sites for those who prefer to seek support online.

The Student Mentors will be able to:

- a) Listen to and provide support for fellow students
- b) Share concerns about vulnerable students with Designated Safeguarding Lead, the student support co-ordinator and other pastoral staff (always with a commitment to maintaining confidentiality whenever possible)
- c) Signpost students to other support services available
- d) Show commitment to the bully Mentor scheme and recruit new students to the scheme
- e) Be involved in regular monitoring of the scheme
- f) Work together with pastoral staff, other staff and students in promoting good citizenship and inclusion throughout the school
- g) Encourage students who seek online help to use 'safe' sites such as the NSPCC, upside and Well4U.

Recruitment and training of new Student Mentors will take place annually in a programme coordinated by the student support co-ordinator.

### Sanctions

Bullying in any form will not be tolerated at The Wilnecote School and bullying related incidents will be dealt with seriously. Each incident will be investigated thoroughly and parents will be kept fully informed of the outcome of such investigations. Sanctions applied will depend upon the individual incident and previous behaviours but may include:

- Alteration to seating plans within teaching groups
- After school detentions
- Restricting access to the school site or classrooms
- Exclusion from school site at lunchtime for a fixed period of time
- Transfer of form group or teaching group
- Internal exclusion, increasing in length for repeated behaviours and failing to leave individuals alone
- In serious cases the school will consider a fixed term exclusion, managed move or permanent exclusion

### Useful Websites

[www.childline.org.uk](http://www.childline.org.uk)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.need2know.co.uk/beatbullying](http://www.need2know.co.uk/beatbullying)

[www.diana-award.org.uk](http://www.diana-award.org.uk)

[www.upsideonline.co.uk](http://www.upsideonline.co.uk)

[www.well4u.co.uk](http://www.well4u.co.uk)