ANSTON BROOK AND WOODSETTS FEDERATION

BEHAVIOUR POLICY INCORPORATING ANTI-BULLYING

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Behaviour Policy

1. Aims

We aim to create a stimulating and caring environment where all children, irrespective of race, gender or disability:

1. Develop their social awareness and intellectual potential.
2. Gradually move to becoming independent and enthusiastic learners.
3. Learn to recognise, respect and value the cultural, racial and sexual differences in our society and feel a valued member of the school community.
4. We welcome cultural and linguistic diversity and oppose racism and intolerance.

2. Equality

We wholeheartedly endorse the Local Authority's policy relating to education for a multi-cultural society. One of our aims is to promote equality of opportunity, racial justice and good relationships between all groups of children.

3. Fundamental British Values

The school actively encourages its pupils to be good citizens at a school, local, national and global level. This includes embracing the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

4. The School's Code of Conduct

Our expectations are that adults and children will:

- listen to each other
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and belongings of all
- ensure that other people are not put at risk by their actions
- respect other people's views
- care for other people's property

In the classroom we expect children will:

- respect all adults in the classroom
- get on with their work responsibly and complete the work to the best of their ability
- share and use materials sensibly returning them to the appropriate place
- let others get on with their work
- listen to and follow instructions the first time
- raise hands to participate at appropriate times
- help other children by not distracting them

Around the school we expect children will:

- walk quietly and sensibly
- hold doors open for adults
- be polite and use good manners
- be welcoming to visitors e.g. say good morning

In the playground we expect children will:

- respect the right of other children to play without interference
- resolve differences of opinion without resorting to aggression/physical violence
- look after property of the school and other children
- look after, play with and include children who want to join in
- only play with those who want to play e.g. establish who is in the game before it starts
- play sensibly and not put others at risk e.g. not playing fighting games, not pulling or tugging other children
- only use equipment provided by school at lunchtime; break time is equipment-free play
- line up quickly and quietly when their class is called

At lunchtime we expect children will:

- think of others and not push to the front of the queue
- tidy up after themselves
- listen carefully to the lunchtime supervisors

How do we encourage good social behaviour at the school?

Everyone at the school has agreed to:

- recognise, praise and reward good behaviour as it occurs
- ensure that criticism is constructive
- explain and demonstrate the behaviour that we wish to see
- encourage children to be responsible for their own behaviour

- encourage children to recognise and discuss good behaviour with their friends and teacher. For example: a child seen looking after another child in the playground.
- give pupils the opportunity to understand why their behaviour is unacceptable

5. The School Bill of Rights

1. We have the right to be treated with respect by all people irrespective of age, gender, colour, status or disability.

We have the responsibility to respect all others within our community.

2. We have the right not to be bullied in any way, shape or form.

We have the responsibility not to bully others and to report any bullying we see.

3. We have the right to feel safe in and around school.

We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.

4. We have the right to an education and to learn according to our ability.

We have the responsibility not to ridicule others for the way in which they learn, or disturb the learning of others.

5. We have the right to express and to be heard.

We have the responsibility to allow others to express their opinions and to be heard.

6. We have the right to expect that our possessions will be secure in and around school.

We have the responsibility not to steal or mistreat the possessions of others and to report any theft or mistreatment that we see.

7. We have the right to choose friends.

We have the responsibility not to force our friendship upon others or to abuse the friendship.

8. We have the right to play in safety and without interference.

We have the responsibility not to disrupt, or endanger, the play of others.

6. Anston Brook and Woodsetts Federation Home/School Agreement

A copy of this agreement can be found in the child's home/school diary and should be read and signed by the parent. All parents/carers will be encouraged to sign the agreement. The agreement will be reviewed and signed every two years.

The School

We will:

- Adhere to the Equal Opportunities Policy.
- Follow the guidelines of the Behaviour Policy.

We will endeavour to:

- Provide a broad and balanced curriculum, which meets the needs of individual children subject to national requirements.
- Inform parents/carers about what we aim to teach each term.
- Set appropriate homework as detailed in the homework policy.
- Encourage and motivate children to do their best at all times.
- Encourage children to take care of their surroundings and others around them.
- Inform parents/carers about the children's progress and any concerns.
- Offer opportunities for all parents/carers to become involved in the daily life of the school and support its work.
- Provide a safe and caring environment.
- Keep to the aims of the school, as stated in the school prospectus.
- Teach pupils how to use the internet and mobile technologies in a safe way.

The Parent/Carer

I/We will endeavour to:

- See that my/our child attends school regularly, on time and is properly dressed.
- Support the aims of the school, the policies and guidelines for behaviour and homework.
- Let the school know about any serious concerns or problems that might affect my/our child's progress.
- Support activities arranged by the school whenever possible and encourage my/our child to take part in and support school activities and events.
- I will not name the school, any pupils, parents/carers or staff (directly or by inference) on any social media sites or post any unauthorised photos. If I see harmful comments relating to the school, pupils, parents/carers or staff I will take screen shots for evidence and pass them to the school office in an envelope addressed to the E-Safeguarding Committee.

The Child

I will endeavour to:

- Attend school regularly, on time and wear the correct school uniform.
- Bring all the books and equipment I need every day.
- Do all my class work and homework as well as I can.
- Be helpful and considerate towards others.
- Be well-behaved, act sensibly and respect other people.
- Help to keep the school environment clean and free from litter.
- Follow the school Code of Conduct.

Signature of Parent/Carer: ……

Signature of Pupil:……..

Signature of Head teacher: ……..

7. Key principles to help improve school behaviour

The federation endeavours to follow the advice of the Government's Expert Adviser on Behaviour in Schools as follows:

Behaviour Checklist for Leaders

Policy

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that the behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that Senior Leadership Team members and Inclusion Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Children

- Praise good behaviour.
- Celebrate successes.
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Behaviour Checklist for Teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Class behaviour contract

- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

8. **How do we deal with hate incidents, including racism?**

When an individual reports a hate incident, it is treated seriously and appropriately and action is taken that is sensitive to the needs of the victim. The federation rejects and opposes all hate-related behaviour or discrimination. Any child found behaving in this manner will be severely reprimanded and parents/carers contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all hate incidents. The governing body and Local Authority are also informed.

Definitions of hate incident and hate crime

A hate incident is legally defined as:

"any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate"

A hate incident occurs when a victim or anyone else thinks this was motivated by hostility or prejudice based on one of the following personal characteristics:

- Disability (including physical disability, sensory impairments, learning disabilities, mental ill-health, long term illness or health conditions)
- Race or ethnicity
- Religion or belief
- Sexual orientation (for example lesbian, gay or bisexual people)
- Transgender identity (for example trans women or men or gender reassignment)

A hate crime is legally defined as:

> *"any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate"*
> (ACPO 2005 definition).

Why is tackling hate crime and hate related harassment important?

The underpinning rationale behind any hate incident/crime is perception. It is the perception of the victim or any other person (e.g. a witness) that is the determining factor. If anyone believes something is a hate incident or crime, it should be recorded as such by the person receiving/completing the report.

Hate incidents can be –

- Verbal abuse, such as name-calling or offensive jokes
- Harassment, bullying or intimidation by children, adults, neighbours or strangers
- Physical attacks such as hitting, punching, pushing, spitting
- Threats of violence
- Online abuse for example on Facebook or Twitter
- Displaying or circulating discriminatory literature or posters
- Harm or damage to property e.g. graffiti

When is a hate incident also a hate crime?

When hate incidents become criminal offences they are known as hate crimes. Hate incidents' often escalate to crimes or tension in a community. For this reason the Council and Police are concerned about hate incidents as well as hate crimes. Hate crime should be reported directly to the police .The police can only prosecute when the law is broken but they can work with the Council and other partners to try and prevent any escalation in seriousness.

Why should schools report hate incidences and hate crime?

Recording all hate incidents, bullying and prejudice-based incidents are one of the ways in which a school or any other service may show that it has 'due regard ' for fostering good relations, as well as eliminating discrimination, harassment and victimisation thus demonstrating compliance with the Equality Act 2010.

Children and Young People's Services recognise that occurrence of prejudice based incidents and hate incidents can have a detrimental effect on the achievement and wellbeing of the whole school community.

Data collected and submitted to the local authority by schools will be used to identify trends across the council in order to assist the Children and Young Peoples Services Leadership Team and Early Help Service area teams in providing targeted support.

The recording and monitoring of incident data is a key feature of the new Ofsted Inspection Framework. Data collected by the school as part of this process can be

analysed in house and reports produced in order to support the monitoring of incidents and contribute to the new requirements of The Equality Act 2010

How do schools report an incident?

Appendix 3 is a hate incident report form including details of who to send a copy to. A copy must be retained in the school/setting in a secure place to comply with the Data Protection Act 1998 and other relevant legislation.

Although this form is used to notify the local authority, all incidents of a serious or significant nature should be reported to the police without delay using the 999 or 101 service as appropriate.

9. How do we deal with radicalism/extremism?

We aim to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We promote the spiritual, moral, social and cultural development of pupils and, within this, Fundamental British Values eg through assemblies, our curriculum, visits and visitors.

We adhere to the Prevent Duty by building on existing local partnership arrangements. Local Safeguarding Children Boards (LSCBs) are responsible for co-ordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements take into account the policies and procedures of the LSCB. For example, LSCBs publish threshold guidance indicating when a child or young person might be referred for support. The school undertakes a Prevent risk assessment annually and records any incidents of extremist views or radicalised behaviour in the Prevent log book.

Local authorities are vital to all aspects of Prevent work. In some priority local authority areas, Home Office fund dedicated Prevent co-ordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty.

Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms, for example, the Channel programme.

10. How do we deal with bullying?

Everyone at the school has agreed that bullying is unacceptable. Bullying is the wilful, conscious desire to hurt, threaten, intimidate or frighten another pupil. Any incidents of bullying will be immediately dealt with. Any pupils found to be bullying can expect to be severely reprimanded and parents/carers contacted. The Headteacher will regularly report on the ethos of the school to the governing body. A detailed account of the school's approach to dealing with bullying can be found in the Anti-Bullying Policy which forms the second part of this document

11. What are the rewards we use at school?

- KS1 and KS2 staff follow the New Day learning behavioural system, as agreed with all stakeholders, so there is fluidity and consistency across every area of school. Accrued points can win prizes at the end of the year. Foundation Stage staff follow the Dojo behaviour system.
- Each class has an individualised reward system, enabling children to gain weekly Golden Time

- New Day certificates.
- Celebration assemblies.
- Class assemblies.
- Reading Race Track - Children are rewarded through the selection of a prize from the treasure box for reading three times a week over a period of ten weeks.
- Informal praise.
- Stickers - all stakeholders have specific target stickers to their areas and award them at the adult's discretion. Children are encouraged to celebrate their work with the Headteacher and also receive a sticker.
- Comments in home/school diary.
- Attendance certificates and free time rewards.
- An informal word/telephone call to parents/carers about a child's achievements.
- Special sports events for achievements/effort in PE.
- Trip to theme park for Y6 after SATs.
- Individual rewards, linked to children's interests, within Individual Behaviour Plans (supported by the Inclusion Team).

12. How do we deal with inappropriate behaviour?

Teachers' powers

The following is a list of teachers' powers:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Effective reprimands

Staff should be aware of the way any reprimand is delivered. Shouting should be regarded as an exception. The occasional raised voice when the child/class is normally quiet is more effective.

When reprimanding a child it is expected the teacher will:

- Remind the child of the role of the adult in this situation.
- Know the child. Reprimands should be appropriate to the age, character and understanding of the individual child.
- Be reasonably close to the 'target' child.
- Where possible, avoid blanket/whole class reprimands.
- Encourage the child to be 'self-critical'. This might be done orally or in written form. Be clear and specific when discussing with the child their inappropriate behaviour, giving them clear ideas on alternative types of behaviour.

- Deliver the reprimand calmly, firmly and with confidence. With older children in particular, it might be better to speak to the child away from their peers.
- Be clear and specific about the facts and the points you which to make. Give the child the opportunity to explain their point of view. Don't get involved in an argument. Don't let the child talk whilst you are talking.
- Make sure the children are clear that it is the inappropriate behaviour that is unacceptable not the child. We should be aware of what is said when reprimanding a child. The reprimand should be related to their behaviour. We should encourage the child to take responsibility for their action. Explain carefully why the child is in trouble and the behaviour that would have been appropriate.
- Give the child the opportunity to describe the behaviour that would have been appropriate, referring to the Code of Conduct to support the child in their reflection.
- Be aware of the situation where the reprimand is given. Reprimands should not intentionally humiliate a child.
- Avoid the use of emotive language e.g. idiot, stupid, shut up. The use of sarcasm, demeaning or insensitive comments towards children is not acceptable in any situation. Adults should never use their position to intimidate, bully, humiliate, threaten, coerce or undermine children.
- Where appropriate, gain eye contact while speaking to the child.

Class Behaviour Contract

At the beginning of each school year the class teacher will facilitate a discussion and agree a Class Behaviour Contract. This encourages pupils take ownership of their behaviour and agree expectations. The contract should include details of the class's individual Golden Time reward system; how rewards can be earned and lost. The contract can subsequently be reviewed at any time, as needed.

New Day system

All stakeholders follow the New Day system.

Class teachers have a responsibility to monitor behaviour throughout each lesson. They may use their own strategy, which will be outlined in the behaviour contract, before New Day is employed e.g. beans in a jar, moving up the ladder, smiley and sad faces on the board - this strategy provides an opportunity for children to correct their behaviour before any consequences are decided upon.

If a child is involved in low-level misbehaviour i.e. shouting out in class, distracting others, being silly and not concentrating then a white 'stop and think' card is issued. This is a warning card which provides an opportunity for the child to amend their behaviour before the end of the session. If the child's behaviour improves, they could end with a green or even gold card and points will be awarded accordingly. However, if the child's behaviour does not improve, a yellow card will be issued at the end of the session and New Day points deducted. Children receiving a yellow card will miss five minutes of their lunch time lay on the same or following day (wherever possible). The class teacher will deliver the child to the Lead SMSA at the beginning of lunch time and communicate how many yellow cards have been received.

If there is a serious incident, a 'scales of justice' investigation will follow where each child involved will have the opportunity to give their version of events and their opinion of what an appropriate sanction would be (see Appendix 1 for the proforma). A red card may be given and 30 points deducted. Parents/carers will be informed and the child will lose one lunch time play. Wherever possible, this will be the same or following day; the child will remain inside with the Lead SMSA and

either sit in silence, read the school Code of Conduct or write out the School Code of Conduct (differentiated according to age and ability).

In the event of a severe act of misbehaviour, or ongoing persistent misbehaviour, parents/carers will be called and the LEA exclusion documentation will be completed and the child will be excluded following the LEA guidance.

At the end of the year, children receive certificates for their good behaviour. The three children with the highest points in each class receive vouchers of £20, £10 or £5 respectively.

Foundation Stage

Foundation Stage (3-5 year olds) do not use the New Day system: they use Dojo. Dojo is an online reward and behaviour management tool. It is used to encourage and praise skills which we believe are important such as working hard, being a good friend and using good manners. Points can also be deducted for negative behaviours such as being unkind or not showing good listening. If a child presents a recurring behaviour, such as not showing good listening, they are given a verbal warning. On the next occurrence, they receive 'thinking time' on the carpet/chair and on the third time they lose a dojo point. If a child intentionally hurts another child, they lose points immediately. Parents receive an alert on the dojo system that their child has lost points including information about why the points were lost. Parents also receive alerts when their child has earned points for positive behaviours. If staff are concerned about an incident, they inform parents/carers directly at home-time that day.

At the end of each week, the two children that receive the most dojo points receive a certificate and a dojo sticker. At the end of the school year 1st, 2nd and 3rd place prizes are given for the children who received the most dojo points over the year.

In addition to the dojo system, one child is chosen by the teacher each week as having 'reached for the stars'. This child receives a ‘King/Queen of the Week’ certificate, wears the class crown and gets to take the class bear home.

Other strategies

(This is not hierarchical, the sanction will depend on the child, the reason for the sanction and what is thought most effective for the individual child.)

- A verbal reprimand.
- Praising adjacent children whilst ignoring those pupils behaving inappropriately.
- Discussing with the child why they are being ignored.
- Discussing with the class why a particular child is being ignored.
- Avoiding eye contact, seeking answers from those children putting their hand up.
- Non–verbal signs e.g. looking in the direction of the noise, clicking fingers, eye-to-eye contact, shaking head, facial expressions.
- A change of activity.
- Loss of choosing time.
- Leaving offending child until last e.g. choosing an activity or going out to play.
- Proximity control e.g. teacher moves nearer to the pupil or pupil is moved nearer to the teacher.
- Separation, e.g. working in isolation from other children and from direct attention of the teacher, working in isolation from other children but beside the teacher, or by arrangement with the Inclusion Team using (Children should **not** be left in areas where they cannot be seen or supervised.)

- Extra work or repeating unsatisfactory work until it meets the required standard.
- Missing break time.
- Missing lunch-time.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times or removing graffiti.
- Where necessary and after consultation with relevant teachers, withdrawal from extra-curricular activities. Parents/carers will be contacted if this is after school.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Time with the Inclusion Team with time out strategies.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Daily Behaviour Book, with built in rewards and sanctions (this would form part of an Individual Behaviour Plan.
- Internal exclusion supported by the Inclusion Team.

It is not appropriate that children should lose the complete PE time or swimming time as a sanction unless the inappropriate behaviour was directly related to an incident at the pool or in a PE lesson.

<u>Removal from class</u>

Process for children accessing 1:1 support from the Inclusion Team:

- Class teacher contacts the Inclusion Team using walkie-talkies and keeps the child in their classroom until a member of the team arrives. State code red for crisis, however, best practice is to send for the team before the behaviour escalates as a preventative measure.
- Inclusion Team member attends the child's classroom and briefly discusses with the teacher, outside the classroom, what has happened and any possible triggers.
- Inclusion Team Member will use behaviour management strategies/hierarchy of support, either within the classroom or in another space, to support the child's behaviour.
- Inclusion Team Member will return the child to class if/when they are calm and ready for learning again.
- Inclusion Team member will record the incident in the child's Pastoral File using an Incident Report Form.
- Inclusion Team member works with the teacher to decide if any yellow or red cards need to be given.
- Parents/carers will be informed of all Red cards given.
-

If a pupil removes him/herself from the classroom, a red card will be issued and they will be deemed to have removed themselves from the class for the remainder of the session, including playtimes. They will work with the Inclusion Team, in silence.

Should a pupil remove themselves from this close supervision and refuse to co-operate, they will then be deemed to have excluded themselves from school. A fixed term exclusion will come into effect. Parents/carers, the Chair of Governors and the LEA will be informed.

Children who persistently disrupt the class and/or show challenging behaviours will be supported through the use of the Social Emotional and Mental Health (SEMH) Graduated Response. The class teacher will initiate this, detailing all strategies/differentiation in place to support the child's

behaviour. The Class Teacher will liaise with parents/carers and inform the Inclusion Manager (Pastoral/SEMH), who will then add them to the SEND monitoring register.

It is essential that teachers consider underlying causes and triggers for unacceptable behaviour and put in place suitable support/differentiation to reduce impact upon learning. If a child is receiving a concerning amount of yellow or red cards, an Individual Behaviour Plan may be devised. Information from the Class Teacher, the SEMH Graduated Response, discussion with the child and child's parents/carers will be used by the Inclusion Team to create an individualised Behaviour Plan. This will outline targets and strategies to support the child's behaviour, social and emotional needs.

Lunchtime

- The SMSAs will give a verbal warning to children behaving inappropriately.
- The SMSAs will use 'time out', 5 minutes away from the incident to reflect on appropriate behaviour, before being allowed to re-join the playground.
- The SMSAs will then watch the children closely and, should the children continue to misbehave, the SMSAs will impose another, longer 'time out'.
- The above steps are repeated as required, with the child receiving longer 'time out' sessions each time.
- Where the SMSA is unable to resolve a dispute, they will contact the Lead SMSA who will then investigate and assign any yellow or red cards as appropriate, in partnership with the Inclusion Team. Depending on the outcome, the child may not be allowed back out to play.
- Where a pupil is persistently disruptive at lunchtimes and refuses to co-operate with the lunchtime supervisors, an Individual Behaviour Plan may be written and an appointment with the pupil's parents/carers may be made to discuss the situation with the Inclusion Team. Parents/carers could be asked to make alternative lunchtime arrangements for their child. This will mean they will have to take their child off the premises during the school lunch break.

13. Supporting children and staff with behaviour management

The school's management structure enables support to be given through the role of the Inclusion Team. The Inclusion Manager (Pastoral/SEMH) will keep a behaviour tracker where they are concerned about the behaviour of an individual child. This will include a log of incidents and triggers. They will also record discussions with parents/carers and senior members of staff.

The Inclusion Team

The main duties of the Inclusion Team are:

- Oversee the implementation and review of behaviour programmes, handling plans and risk assessments
- Maintain a central record of training, evaluations and incidents
- Monitor and evaluate the effectiveness of the behaviour policy
- Support staff in dealing with behaviour issues
- Co-ordinate Team Teach training for staff
- Monitor, evaluate and report all incidents and positive handling records.

14. Mental Health and Special Educational Needs and Disabilities

How do we promote good mental health in school?

Children who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually;
- initiate, develop and sustain mutually satisfying personal relationships;
- use and enjoy solitude;
- become aware of others and empathise with them;
- play and learn;
- develop a sense of right and wrong; and
- resolve (face) problems and setbacks and learn from them.

At Anston Brook and Woodsetts Federation we teach positive mental health through the PSHE curriculum, which can either be delivered in class by the teacher or in assemblies. We are holding a Mental Health Week this year for the first time, focusing on teaching our children the skills listed above but also the wider skills of 'character' e.g. resilience and problem resolution. We are also investing in staff training before this event takes place. We foster good mental health through the school approach of positive classroom management to promote positive behaviour, social development and self esteem. Children who need extra support may attend small group or individual sessions lead by the Inclusion Team.

The nominated individual responsible for mental health is Rebecca Holland (Inclusion Manager [Pastoral/SEMH]).

Mental Health

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age/stage of development, which could be described as mental ill-health.

Some mental health issues include:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and antisocial behaviour;
- hyperkinetic disorders, e.g. disturbance of activity and attention;
- developmental disorders, e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and
- other mental health problems including eating disorders, habit disorders, posttraumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Often, mental ill-health will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children may be described as having mental health disorders.

Special Educational Needs and Disabilities

Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. School considers whether the child will benefit from being identified as having a special educational need (SEN). Any special education provision ensures it takes into account the views and wishes of the child and their family. When deciding

whether a pupil has SEN, we use the definition of SEN used in the SEND Code of Practice: 0 to 25 years. This states:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

    - has a significantly greater difficulty in learning than the majority of others of the same age, or
    - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A wide range of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Where school has identified that a pupil needs special educational provision due to their mental health, this will comprise educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. School will identify clear means to support such children.

School endeavours to have a good understanding of the mental health support services that are available in our local area, both through the NHS and voluntary sector organisations. We work closely with local health partners to ensure that we are clear when referrals to CAMHS are appropriate.

The majority of children and young people with SEN will have their needs met through mainstream education providers and will not need Education, Health and Care plans (EHC plans) or Statements.

<u>Working with local GPs</u>

The identification of mental health problems will often be through a pupil's GP. Although medical practitioners cannot always share information, where possible the school tries to be aware of any support programmes GPs are offering that may affect the pupil's behaviour and attainment at school. School might consider asking parents/carers to give consent to their child's GP to share information with the school in these circumstances.

<u>Children with more complex problems</u>

For children with more complex problems, additional in-school interventions may include:

- support to the pupil's teacher, to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class;
- additional educational one to one support for the pupil to help them cope better within the classroom;
- one to one therapeutic work with the pupil, delivered by mental health specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches;
- an individual health care plan. (Schools must comply with their statutory duty in caring for pupils with medical needs; medication may be recommended by mental health professionals. School staff should be aware of any medication that children are taking and comply with their statutory duty in caring for pupils with medical needs.)
- family support and/or therapy could also be considered by mental health professionals to help the child and their family better understand and manage behaviour.

Referring serious cases to CAMHS (Child and Adolescent Mental Health Services)

The specific services offered by CAMHS vary depending on the needs of the local area. To help with referrals, school aims to:

- use a clear process for identifying children in need of further support (such as the Strengths and Difficulties Questionnaire, Educational Psychologist recommendation, Boxall Profile);
- document evidence of the symptoms or behaviour that are causing concern (and including this with the referral);
- encourage the pupil and their parents/carers to speak to their GP, where appropriate;
- work with local specialist CAMHS to make the referral process as quick and efficient as possible
- understand the criteria that will be used by specialist CAMHS in determining whether a particular pupil needs their services;
- have a close working relationship with local specialist CAMHS, including knowing who to call to discuss a possible referral and allowing pupils to access CAMHS professionals at school and
- consult CAMHS about the most effective things the school can do to support children whose needs aren't so severe that they require specialist CAMHS.

A Graduated Approach

The school uses a graduated approach to children with mental health issues following the Rotherham SEMH Phased Behaviour Thresholds.

We may use the 'Risk and Protective Factors for Child and Adolescent Mental Health' assessment from the DfE document 'Mental Health and Behaviour in Schools' March 2016 for early identification of children with the potential of developing SEMH issues.

When we have concerns, we may use the Boxall Profile or the Strengths and Difficulties Questionnaire with parental consent to pinpoint specific difficulties, refer for external support if appropriate and track progress. Targets may also be taken from the personal and social development section of PIVATs.

First response	The Inclusion Manager and child's teacher meet with parents/carers to discuss inappropriate behaviour. Targets and a review date will be set. The Inclusion Manager and teacher, together with the involvement of senior staff, monitor the child's behaviour.

	If, after a series of reviews, there has been no improvement in the child's behaviour, they are referred to the teacher responsible for special needs. He/she will meet with the Inclusion Manager, child's teacher and parents/carers and observe the child. Targets will be set.
SEND	If, after a series of reviews, targets are not met and there is little improvement in the child's behaviour, advice is sought from outside agencies. New targets will be set.
	Where there continues to be little improvement in the child's behaviour the Headteacher and special needs co-ordinator will request the Local Education Authority to carry out an assessment. Outside agencies will be involved in assessing the child.
EHC	The Local Education Authority agrees to an Education and Healthcare Plan being written. The school and the child's parents/carers will be fully involved in this process. Both will receive a copy of the plan. The plan will set targets and specify the resources needed to support the child. The plan will be reviewed every year.

15. Safeguarding

School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm as changes in behaviour can often be an indicator of abuse. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

16. Exclusions

Exclusion for a fixed period

This is where a child is removed from school for a limited period of time. The period can last from half a day up to 15 days per term. Parents/carers will be informed, in writing, of the reasons for exclusion. A date for the pupil's return to school is specified at the time of exclusion. The letter informs the parents/carers that they have the right to appeal to the governing body and LEA within 7 school days. This course of action will be taken by the Headteacher or a senior member of staff. The Chair of the governing body will be informed at the time of the exclusion. Any appeal will be considered by the governing body's appeal committee.

The school will make arrangements for work to be sent home during the period of exclusion.

It is important to remember that exclusion occurs when all other avenues have been explored and the pupil continues to demonstrate extremely aggressive behaviour or is not prepared to co-operate in any way. The child's parents/carers will have been informed of the possibility of exclusion as part of the consultation process. However, exclusions can also be given in response to a single, serious incident.

Examples of serious incidents are:

- Bullying
- Damage/vandalism
- Dangerous behaviour
- Disruptive behaviour
- IT/internet misuse
- Misuse of legal substances (alcohol, tobacco, solvents)
- Offensive weapons

- Physical assault – pupils
- Physical assault – staff
- Possession of illegal drugs
- Racist/hate abuse
- Sexualised misconduct
- Threatening behaviour – pupils
- Threatening behaviour – staff
- Theft
- Verbal abuse – pupils
- Verbal abuse – staff

Managed move

A managed move is a carefully planned transfer from one school into another. The DCFS placement or programme and to develop new relationships. If felt to be in the best interest of the child or young person this practice can be used as a strategy to support the child and significantly reduce the need for a permanent exclusion -thus minimising the negative outcomes associated. Each case is unique but managed moves can enable a child to make a fresh start and to transfer on to a new, personalised plan which allows everyone involved to move forward positively. Managed moves are therefore forward- looking instead of retrospective and can provide a plan for recovery, creating an opportunity for systemic intervention. The process can draw out previously unknown issues and give services the opportunity to respond to these positively; it is designed to bring all involved together to find a solution rather than to punish and apportion blame.

Managed moves are highly flexible but to maximise the likelihood of success they are undertaken with the full agreement and cooperation of schools, parents and children.

Permanent exclusion

The same procedures are adopted as for the fixed term exclusion. In addition the Headteacher or senior member of staff:

- informs the LEA on the day of the exclusion by telephoning the Administrative Assistant (Appeals and Exclusions).
- sends a copy of the letter to the parent by first class post, fax or email to the above person.

The letter to the parent/carer:

- explains that the exclusion is permanent.
- gives the reasons for the exclusion.
- mentions any previous warnings, fixed term exclusions or relevant other information.
- informs the parents/carers of their right to make written and oral representations to the governing body.

NB

- Any exclusion, whether fixed term or permanent, is recorded on, and cannot be removed from, a child's records.
- The relevant form is completed by the Headteacher or senior member of staff and returned to Rotherham LA Primary Admissions. A copy of the completed form is retained by the school.

17. The use of positive physical intervention

This section is based upon the Education and Inspections Act 2006 (part 7) which replaced the earlier guidance including circular 10/98, "The use of Force to Control or Restrain child/young

persons" and came into force on 1st April 2007. This section should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009).

Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- Committing any offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Use of physical intervention is always the **last resort** and must be taken in the child/young person's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportional to the circumstances.

Team Teach

Team Teach is a holistic approach that promotes 95% de-escalation and 5% positive restrictive physical techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script" before physical intervention becomes necessary, (the last resort). However, Team Teach does recognise that there will be times when staff are left with no other option than to step in and use positive restrictive physical interventions.

Anston Brook and Woodsetts Federation are committed to Team Teach and we ensure that key staff are trained in this approach, e.g. Inclusion Team and relevant support staff.

Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all pupils, it is possible that bruising or scratching may occur accidently; these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all pupils remain safe.

Positive handling plans and behaviour management programmes

When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a behaviour management programme and a handling plan.

The Inclusion Team is responsible for writing the plans in consultation with the class teachers. The programmes include behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. The handling plan provides clear guidance on which positive handling techniques should be used and which techniques should be avoided. The class teacher, parent, member of the senior management team, pupil and a member from the Inclusion Team sign the plan and programme. It is reviewed every term.

Recording of incidents of positive handling

When an incident of positive handling occurs, it is recorded in the bound and numbered Positive Handling Book. Once the incident form is completed, it is signed by a member of SLT or a member of the Inclusion Team. All documentation is completed within twenty four hours of an incident.

After any crisis, pupils are offered a repair and reflection process by the member of staff involved.

18. The use of reasonable force to control pupils

Corporal Punishment

The law forbids the use of corporal punishment. Staff should be fully aware of the consequences if they at any time hit, smack or use any form of corporal punishment.

The use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils from:

- Committing a criminal offence.
- Injuring themselves or others.
- Attacking a member of staff.
- Fighting with other pupils.
- Running in school in a way in which they might have or cause an accident likely to injure themselves or others.
- Absconding from a class or trying to leave school.
- Causing damage to property.
- Engaging in, or being on the verge of committing, deliberate damage or vandalism to property.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Persistently refusing to obey an order to leave a classroom.
- Behaving in a way that is seriously disrupting a lesson.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Who can use force?

- All teachers at the school can use reasonable force to control or restrain a pupil.
- The site manager, office staff, teaching assistants and voluntary helpers including people accompanying pupils on visits can use reasonable restraint to control or restrain a pupil provided they have been authorised by the Headteacher or his/her delegated representative, to have control or charge of the pupils.

Practical points to consider:

- It is essential that the adult brings a calm and measured approach to any situation when dealing with inappropriate behaviour. The adult should never give the impression that they have lost their temper or are acting out of anger or frustration.
- Before intervening physically, the adult should tell the pupil to stop misbehaving and make it clear what will happen if s/he does not.
- They should let the school office know if they need help. The Inclusion Team will react immediately.
- Where the threat is from an adult or older pupil the Headteacher or senior member of staff will call the police.

The application of restraint

Physical intervention can take several forms:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Physically guiding a child away (using 'Caring C's)
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- In extreme circumstances using more restrictive holds.
- In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force' for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

Staff will NOT:

- Hold a child around the neck, or by the collar, or any way that might restrict breathing.
- Slap, punch or kick a pupil.
- Twist or force limbs against a joint.
- Trip up a pupil.
- Hold a pupil by the hair or ear.
- Hold a pupil face down on the ground.
- Touch or hold a pupil in a way that might be considered indecent.

Recording Incidents

A detailed, contemporaneous written report of any occasion is kept of situations where force is used. The school has a pro-forma for recording such incidents.

Parents/carers will be informed that force has been required to restrain their child and should be given the opportunity to discuss the matter with the Inclusion Team.

19. Searching and confiscation powers

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item.

2) Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Banned items that will be searched for at Anston Brook and Woodsetts Federation are:

- any recording device e.g. mobile phone, smart watch
- any offensive toy e.g. toy gun

These items can be searched for without consent, but consent is always asked for first. Any banned items found are confiscated and kept until the child's parent comes to school to collect them. If the item is found in school again, it is confiscated for a longer period of time before the parent is able to collect it.

Weapons and knives and extreme or child pornography are always handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

School search protocol

When searching a child, there are always two members of staff present. Consent to search is sought discretely, i.e., away from other children, to minimise any embarrassment for the child. The search is not conducted in an open place but in an unoccupied room. The search consists of asking the child to take off their coat, turn out their pockets, take off their shoes and empty their bag, lunchbox and/or drawer. A record of the search is made.

In certain circumstances, there may be a search plan where a child is routinely searched at intervals in response to a prior serious incident.

20. Pupils' conduct outside the school gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" where that behaviour could have repercussions for the orderly running of the school or pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Anston Brook and Woodsetts Federation will investigate any incident of non-criminal bad behaviour or bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school if it occurs on the way to or from school or if the child is wearing school uniform or representing the school on a visit.

The incident will be investigated the same way as in school and the consequences will also be given in school but may include removal of privileges such as representing the school on visits. There may also be discussions with parents/carers about arrangements for leaving school at the end of the day e.g. collection by parent or leaving at a different time. Further arrangements may be discussed about arrival times in the morning and the time the child spends on the playground before school starts.

21. Responding to complaints and allegations

Parents/carers and children/young people have a right to complain about actions taken by school staff. This might include the use of force. Parents/carers should follow the school's Complaints Policy. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out by Safeguarding Children and Safer Recruitment in Education.

22. How do we deal with malicious or unsubstantiated allegations against staff?

If an allegation is determined to be unsubstantiated or malicious, the school will refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil (see Protection from Harassment Act 1997).

23. School procedures for dealing with aggressive adults

The school's Code of Conduct clearly states that adults and children will:

- Care for all people and treat them with respect and politeness.
- Disagree without losing their tempers.

In the event of staff having to deal with an aggressive adult, the following procedures will be adopted:

- Staff will do their best to remain calm and deal with the query but make it clear that the individual's behaviour is unacceptable and against the school's ethos.
- Encourage the adult to discuss the query away from the main thoroughfare.
- Ensure another member of staff is present to act as witness.
- If the adult becomes abusive or in any way threatens a member of staff, the member of staff should withdraw, giving the adult time to regain their composure. Line of sight should be maintained.
- If the adult continues to be aggressive they will be asked to leave the premises. The Headteacher will be informed immediately. The adult will be escorted from the premises.
- If the adult continues to refuse to leave, the police will be called.
- Once removed from the premises, staff involved in the incident write down exactly what happened. They base their report on what they actually saw and heard and not on third party information. This is signed and dated. A copy is kept by the member of staff. Copies are given to the Headteacher and Chair of Governors. They complete the LA: 'Violence and Abuse' report if appropriate. This form is sent to the Local Authority.
- The Headteacher will investigate the incident and formally write to the adult outlining his/her course of action. A copy is sent to the Chair of Governors. The adult could be banned from the premises.
- The Headteacher contacts the LA's legal department if appropriate.

In the event of aggression between parents/carers on the school premises, the Headteacher is immediately informed. S/he will then proceed with a similar course of action as described above.

<u>Banning parents from school premises</u>

Section 206 of the Education Act 2002 makes it a criminal offence punishable with a fine of up to £500 for a person to trespass on school premises and cause a nuisance or disturbance.

Parents and some other visitors normally have implied permission to be on school premises at certain times and for certain purposes and they are not therefore trespassers unless the implied permission is withdrawn.

If a parent or other person behaves unreasonably on school premises, a letter is sent to them warning them that a further incidence of unacceptable behaviour will result in the withdrawal of the implied permission for them to be there; the letter is sent recorded delivery. The initial letter is sent by the headteacher unless he or she has been personally involved in an incident and would prefer the letter to be sent by the Chair of Governors on behalf of the school.

If a further incidence occurs, a second letter is sent banning the parent from the school premises for a fixed period of time. The parent has the opportunity to write to the headteacher including any expressions of regret and any assurances about future good conduct.

If a person who has been banned subsequently trespasses and causes a nuisance or disturbance the matter will be referred to the County Council's Head of Legal Services who will write a warning letter.

Further breaches may lead to prosecution of the person concerned by either the Police or the Head of Legal Services.

Full records are kept of each incident, including details of any person(s) who witnessed the behaviour of the trespasser(s) since evidence will need to be provided to the Court.

Anyone who is dissatisfied with the ban and wishes to object against it is referred to the school's Complaints Policy. This allows for an independent investigation to be carried out by the Chair of Governors. If the complainant remains dissatisfied after the investigation, there is recourse to the Governors' Hearings Committee.

24. Other related policies/guidance

- Special Needs and Disabilities Information Report
- Educational Visits Policy
- Complaints Policy

Appendix 1: Anston Brook and Woodsetts Federation Incident Report

Name of person completing this form	Signature	Date	Time of incident

Name(s) of person(s) involved in the incident (and year group)

Description of the incident by adult completing this form:

A – Antecedent	B – Behaviour	C - Consequences

Description of the incident by each person (continue on separate sheet if necessary)

Outcomes for each person (e.g. red card, yellow card, talk) *Red card – violent behaviour, unsafe behaviour, bullying, racism, offensive language, refusal, being disrespectful*
Parents/carers informed and by whom *By telephone, answerphone message, in person*
Any further information

Copy for each person's file.

Appendix 2: Reporting Incidents of Positive Handling

Your Name	Name of Pupil	Date & Time	Location	Activity

Name of witnesses: **Signature:**
1.
2.
3.

Describe behaviour that led to handling:

Consequences: (how was the situation resolved)

Injuries: (to staff or pupil)

Debrief: (was incident talked through with pupil and by whom)

Justification for positive handling:
Physical safety of the pupil is at risk
Physical safety of another pupil is at risk
Physical safety of a member of staff is at risk
To prevent absconding
To prevent disruption to other pupils
To prevent or interrupt serious damage to property

Tick which de-escalation strategies were tried before a hold became necessary:

Calm talking	Distraction	Time out	Change adults	Remove from situation
Remove others	Incentive to calm	Eye contact	Humour	Explain consequences

Physical strategies used:

Hold

Duration

Adults

Was parent/carer informed?
Yes
No

Authorised signature:
Senior Management:
Pupil Support Team:

This recording sheet forms part of a bound and numbered book.

Appendix 3: INDIVIDUAL RECORD OF A HATE INCIDENT

The definition of a hate crime/incident is any incident or criminal offence which may be real or perceived by the victim or anyone else (including the investigating person) to be motivated by hostility or prejudice towards a person because of their Race, Religion, Sexual Orientation, Transgender or Disability. This also includes the exploitation of the victim where their disability is factor ("Mate Crime").

School Details

Name of School	
School Address	
Key person responsible for reporting hate incidents	
Position Held	

Incident Details

Incident reported by (include name)			
Victim/witness/other	*State:*		
Designation Double click boxes	Teacher ☐ Pupil ☐ TA ☐ SMSA ☐ Parent ☐ Other ☐ Please specify:-		
Date of incident dd/mm/yy			
Category(ies) of hate incident(s)/Crime(s) Put an 'X' boxes	A	Verbal abuse, e.g. name-calling or offensive jokes	
	B	Harassment	
	C	Bullying or intimidation	
	D	Physical attacks such as hitting, punching, pushing, spitting	
	E	Threats of violence	
	F	Online abuse for example on Social Media or via Email	
	G	Displaying or circulating discriminatory literature or posters	
	H	Harm or damage to things such as the home, pet or vehicle	
	I	Graffiti of an offensive or derogatory nature	
	J	Anti-social Behaviour e.g. (throwing rubbish into their garden/noise nuisance) or other offensive behaviour.	
	K	Robbery or theft	
	L	Inciting others to commit hate offences or crimes	
	M	Victimisation of Alternative Subcultures or Lifestyle and Dress Code/appearance	
	N	Sexism	

Name of victim(s) **Age (if known)** **Address (if known)**	
Characteristics of victim(s) Double click boxes	**Please complete if known** *White* English/Welsh/Scottish/Northern Irish/British ☐ Irish ☐ Gypsy or Irish Traveller ☐ White Other – European – Roma ☐ *Mixed/Multiple ethnic groups* White and Black Caribbean ☐ White and Black African ☐ White and Asian ☐ *Asian/Asian British* Indian ☐ Pakistani ☐ Bangladeshi ☐ Chinese ☐ *Black/ African/Caribbean/Black British* African ☐ Caribbean ☐ *Other ethnic group* Arab ☐ Other/not stated ☐ *Gender* Male ☐ Female ☐ Transgender ☐ *Do victim(s) have a disability?* Yes ☐ No ☐ *Sexual Orientation* Heterosexual ☐ Homosexual ☐ Bisexual ☐ Non-identified ☐ *Religion* Please state:
Name of perpetrator(s) **Age (if known)** **Address (if known)**	
Characteristics of perpetrator(s) Double click boxes	**Please complete if known** *White* English/Welsh/Scottish/Northern Irish/British ☐ Irish ☐ Gypsy or Irish Traveller ☐ White Other – European – Roma ☐ *Mixed/Multiple ethnic groups* White and Black Caribbean ☐ White and Black African ☐ White and Asian ☐ *Asian/Asian British* Indian ☐ Pakistani ☐ Bangladeshi ☐ Chinese ☐ *Black/ African/Caribbean/Black British* African ☐ Caribbean ☐ *Other ethnic group* Arab ☐ Other/not stated ☐ *Gender* Male ☐ Female ☐ Transgender ☐ *Do victim(s) have a disability?* Yes ☐ No ☐ *Sexual Orientation* Heterosexual ☐ Homosexual ☐ Bisexual ☐ Non-identified ☐ *Religion* Please state:
Is this incident related to Double click boxes	1. Disability (Including mental ill-health, long term illness or health conditions) ☐ 2. Race or ethnicity ☐

	3. Religion or belief ☐ 4. Sexual orientation ☐ *5.* Transgender identity ☐

Account of the incident (short summary)

Action taken to support the victim

Action taken with the perpetrator

The Headteacher:
Double click boxes

Are you satisfied the incident has been dealt with robustly internally? Yes ☐ No ☐

Have the Police been informed? Yes ☐ No ☐

Crime reference or incident reference no……..

Have you discussed this incident and agreed any actions, where appropriate with your CYPO? Yes ☐ No ☐

Does the school or victim require further support from the Local Authority? Yes ☐ No ☐

Signature or Email address:

Date:

Please return this form **as soon as possible** after the incident has occurred to**:**
andrew.guest@rotherham.gov.uk

Appendix 4: Sources of support and information for children with mental health issues

These are national services so please remember to look around for local services through your Local Authorities Local Offer.

ChildLine – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems.

HeadMeds – website developed by the charity YoungMinds providing general information about common medications that may be prescribed for children and young people with diagnosed mental health conditions.

MindEd –MindEd provides free e-learning to help adults to identify and understand children and young people with mental health issues.

National Institute for Health and Care Excellence (NICE) – NICE's role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. Some of this guidance has been drawn on to produce this document and much of it is provided in non-specialist language for the public. This can be useful in understanding social, emotional and mental health conditions and their recommended treatments.

Place2Be – Place2Be is a charity working in schools providing early intervention mental health support to children aged 4-14 in England, Scotland and Wales.

Play Therapy UK (PTUK) - is a not-for-profit professional organisation with registrants located all over the UK, many working in primary schools, alleviating social, emotional, behaviour and mental health problems.

Royal College of Psychiatrists (RCPSYCH) – Provide specifically tailored information for young people, parents, teachers and carers about mental health through their Parents and Youth Info A-Z.

Young Minds – Young Minds is charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resources available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. They also offer a catalogue of resources for commissioning support services.

Appendix 5: SEMH Graduated Response Form

Rotherham SEMH Phased Behaviour Thresholds

Child's Name: **Date Completed:**

eOne Descriptor	Assessment	Organisational Adjustments (grouping,timetable,staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
A student may present as Low level/low frequency of social and emotional behavioural difficulties which interrupt learning in some situations. May include: • Difficulty in following whole class instructions • Occasional refusal to follow reasonable requests • Poor concentration • Difficulties working in groups, sharing and taking turns • Some signs of disruptive behaviour • Possible developmental delay • Possible signs of stress or anxiety • Continued difficulties following routines • Emerging patterns of reluctance to following reasonable instructions • Little regard for school rewards and consequences • Risk of fixed term exclusion Underdeveloped social skills may create difficulties in getting along with others • Some difficulties forming positive relationships with peers and/ or some teachers • Possibly isolated or withdrawn • Bully or victim role • Low attendance • Some patterns of stress/anxiety in specific	**Assessment** • ☐Part of normal school and class assessments. SENDCo or trained staff may be involved in more specific assessment and observations • ☐Pupil self-assessment–pupil friendly SMART targets set for behaviour/social skills in line with school policy • ☐Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers • ☐Simple solutions given for difficult times of the school day • ☐Progress should be a measured change in their behaviour and learning following each review cycle • ☐Recognition of learning styles and motivational levers • ☐PASS profile or other attitudinal assessment • ☐Detailed and targeted observation ie interval sampling • ☐Use and analysis of assessment tools • Assessment related to intervention strategy • ☐Pupil self-assessment extended to inform IEP/IBP • ☐More detailed recording, monitoring of frequency, intensity • ☐Wider assessments for	• ☐Mainstream class with attention paid to organisation and pupil groupings • ☐Opportunities for small group work on identified need e.g. listening/thinking/social skills. • ☐Time limited mainstream classroom programme of support, which relates to assessments • ☐Small group work to learn appropriate behaviours and for associated learning difficulties • ☐Individual programme based on specific need • ☐A quiet area in the classroom may be useful for individual work • ☐Create opportunities to work with positive role models • ☐In addition to the provision at level 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • ☐Mainstream class with regular targeted small group support • ☐Time-limited programmes of small group work based on identified need • ☐On-going opportunities for 1:1 support focused on specific IEP targets **Staffing** • ☐Main provision by	• ☐Access to QFT • ☐In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • ☐Strategies developed shared with school staff, parent/carer • ☐Increased differentiation by presentation and/or outcome • ☐Simplify level, pace, amount of teacher talk/ instructions • ☐Increased emphasis on identifying and teaching to preferred learning style • ☐Opportunities for skill reinforcement/revision/transfer and generalisation • ☐Some use of specific group or 1:1 programmes • ☐Preparation for any change and the need for clear routines. • ☐Cross Reference and CPD • ☐Seating Plan if appropriate • ☐Modify level/pace/amount of teacher talk to pupils' identified need. • ☐Plan opportunities for skill reinforcement/revision/transfer and generalisation • ☐Individual targets within group programmes and/or 1:1 • ☐Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom • ☐Emphasis on increasing	The use of positive targeted strategies that might include • ☐Consultation with other colleagues in school • ☐P scales PSD targets • ☐ABC charts • ☐Pupil profile • ☐Observation schedules • ☐Reward systems involving regular monitoring and support • ☐Monitoring diaries • ☐Use of behaviour targets within the classroom/playground, prompt cards • ☐Lunchtime club • ☐Visual systems/timetables • ☐Regular small group work/resilience, concentration skills/ social skills/listening skills/conflict resolution • ☐Short-term individual support • ☐Support that uses solution focused/motivational approaches • ☐Develop friendship groups • ☐Access to additional circle time activities • ☐Low stimulus sensory area. • ☐Access to ICT and specialist equipment • ☐Pupil Voice boxes • ☐Playground leaders feeling cards/ charts • ☐Consideration of external agency support as mentioned

situations • Possible signs of self harm • Isolated/withdrawn • Unpredictability, inconsistency • Sexualised language • Increased frequency or severity of aggressive or confrontational behaviour • Increased absence/lateness • Reported anti-social behaviour in the community • **Staff Will** • Use a multi-sensory approach • Offer support and reassurance • Respond where possible to student interest • Retain a sense of humour • Deflect and Redirect behaviours • Model expectations and behaviours	learning/other SEND • ☐Determine engagement of necessary education/ non-education support services possibly leading to CAF or review of the PEP • **Planning** • ☐Individualised programme of support related to assessments implemented. Key worker identified (significant other) • ☐Parents involved regularly and support targets at home • ☐Pupils involved in setting and monitoring their targets • ☐Pupils response to social/ learning environment informs cycle of IEP/PEP/PSP • ☐Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable • ☐Additional steps taken to engage pupil and parents as appropriate • ☐Identifying non educational input • ☐Requires effective communication systems enabling all involved to provide consistent support • ☐Early Help processes determine holistic support plan	class/subject teacher and resources usually available in the classroom. • ☐Support/advice from SENDCo/inclusion manager with assessment and planning • ☐Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • ☐Close monitoring to identify "hotspots" • ☐Support for times identified by risk assessments • ☐Close liaison and common approach with parents/carers • ☐Main provision by class/subject teacher with advice and support from SENCO and/or designated teacher • ☐Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis • ☐May include a time-limited withdrawal (buddy system) • ☐Additional daily support provided within school to support learning and behaviour (ie checklists, monitoring, routine, time out pass) • ☐Increased parental/carer involvement • ☐Encouragement and inclusion in extra-curricular activities • ☐Identification of 'key worker' with clear specification of role	differentiation of activities and materials and take account of individual learning styles • ☐Short term individual support focusing on listening, concentration, social skills, solution focused approaches • ☐Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • ☐Consideration of differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama	in assessment column • ☐Investigation by SENDCo to investigate additional/ other needs.

Phase Two Descriptor	Assessment	Organisational Adjustments (grouping,timetable,staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
Significant and persistent social, emotional and mental health difficulties. No significant or sustained improvement of target behaviours. • Persistent non-compliance • Learning of self and others significantly interrupted by withdrawn or disruptive behaviours • Uncommunicative, significantly withdrawn, struggles to contribute. • Overly keen, regular interrupters, "needy." • Risk of repeated fixed term exclusion* Significant difficulties with social interaction- deteriorating relationships with adults and/or peers. May include: • Inappropriate language/communication (inability to adapt to context) • Inappropriate and/or risk taking behaviours • Possible sexualised behaviour towards others • Instances of aggressive/violent behaviour increase in frequency and severity • Deteriorating attendance • Significantly withdrawn *For a Child In Care provision from Day 1 of an exclusion must be in place - Virtual school involvement.	**Assessment** • ☐As Level 2 plus more systematic application of assessment tools • ☐Involvement of education and non-education professionals as appropriate through early help processes • ☐Early Help Assessment • ☐Review of measurable progress against targets in IEP/PEP/PSP **Planning** • ☐Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific • ☐More frequent involvement of parent/carer to engage pupil • ☐Access to additional resources are accurately accounted for • ☐Prevention support plan managed through advice joint school/Learning Centre/PRU support programme/Virtual school. • ☐Early Help-Multi-agency planning processes specify contribution of individual services and lead practitioner. Inter-agency communication established and maintained • ☐Referrals/request for advice from external agencies are time appropriate • ☐Discussed and considered at the Partnership for advice and guidance.	• ☐ Continued difficulties following routines • ☐Emerging patterns of reluctance to following reasonable instructions • ☐Little regard for school rewards and consequences • ☐Risk of fixed term exclusion **Staffing** • ☐Main provision by class/subject teacher with support from SENDCo and advice from education and non-education professional as appropriate • ☐Daily access to staff in school with experience of SEMH, eg behaviour support worker, lead behaviour professional, SENDCo • ☐Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • ☐Increased access to a combination of individual, small group and whole class activities • ☐Outreach support and advice • ☐Staff training in restorative approaches/attachment and trauma/PDA • ☐Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs/PEP/ PSP	• ☐Teaching focuses on both curriculum and SEMH outcomes throughout the school day • ☐Tasks and presentation personalised to pupil's needs. • ☐Individualised level/pace/ amount of teacher talk • ☐Learning style determines teaching methods • ☐1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • ☐Small steps targets within group programmes and/or 1:1 work tasks • ☐Targets are monitored with the pupil daily targets • ☐Accessing mainstream lessons for most of the time with complimentary access to internal support arrangements and interventions Personalise the day, consider alternatives to the structure of the day and the lessons currently offered. • ☐Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama	The use of positive targeted strategies that might include: • ☐Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor Programmes • ☐P scales PSD targets • ☐Pupil profile • ☐Programmes • ☐Observation schedules • ☐Reward systems involving regular monitoring and support • ☐Monitoring diaries • Use of behaviour targets within the classroom/playground, prompt cards • ☐Visual systems/timetables • ☐Regular small group work/concentration skills/social skills/listening skills/conflict resolution, SEAL • ☐Short–term individual support • ☐Support that use solution focused/restorative/motivational approaches • ☐Circle of friends • ☐Access to additional circle time activities • ☐Access to ICT and specialist equipment • ☐Individual SEMH programme • ☐All additional resources referenced in a personalised provision map • ☐Implementation of Learning Centre intervention • ☐Consideration of external specialist services • ☐Referral to SEMH team

Phase Three Descriptor	Assessment	Organisational Adjustments (grouping,timetable,staffing)	Curriculum and Teaching Methods	Specialist Resources/ Intervention Strategies
Severe and persistent SEMH issues. Complex social and emotional needs. • Persistent leading and instigating of disruptive behaviours. • Behavioural incidents and fixed term exclusions increasing. • Sustained non-engagement in school life e.g. persistent absence/truancy • Risk of permanent exclusion • Inability or complete refusal to follow school routines and instructions • Non-engagement with school rewards and consequences • Inability to sustain positive relationships with adults and/or peers • Mainstream setting has a detrimental effect on health and well-being • High risk of permanent exclusion • Requires access to specialist provision for SEMH/SEN Increasing difficulties in forming positive relationships, interacting appropriately with adults and/or peers • Increasing patterns of behaviour which place themselves or others at risk of serious harm e.g. • use of weapons to harm or threaten • Violence • Self harm • Severe and sustained bullying • Refusal to communicate • Significantly withdrawn	**Assessment** • ☐Increased involvement of a range of professionals • ☐Early help processes define nature and extent of support needs • ☐Consider other traded services such as Educational Psychologist , SEMH team, MIND/ MAST. • ☐Consider EHCP if the student needs 'significant different from and additional to' mainstream education. • ☐Referral to Partnership - prior co-ordination of Learning Centre placement **Planning** • ☐IEP or PSP detailing provision and strategies with appropriate short term targets • ☐Planning meetings include parents and multi-agency where appropriate • ☐Early help processes determine contribution of Children's Services • ☐Partnership Alternative Provision • ☐Partnership Managed Move • ☐Personalised plan with appropriate time limited interventions • ☐EHCP Statutory Assessment determines future placement	• ☐Pupil taught for a significant amount of the time in small groups outside of the mainstream curriculum • ☐Some opportunities for Alternative Provision but these are time limited. One or more of the following will have been tried: • ☐Opportunities for student to engage in alternative provisions for part of the week • ☐Managed move where appropriate • ☐Learning Centre placements **Staffing** • ☐Pupil is supported in most or all of those lessons that they do attend • ☐Daily access to staff with experience and training in meeting the needs of students with SEMH • ☐Increased access to specialised SEMH • ☐Managed move may have been tried and failed • ☐Pupils are successful on a managed move and after an agreed time by both schools become on roll at that the 'new school.' • ☐Managed Move fails and the student goes back to the initial school. • ☐Agreement is made by the partnerships that student becomes dual registered between school and the PRU. • ☐Student gets permanently excluded and alternative provision has to be sourced.	• ☐As at Phase 1 and 2 • ☐Some aspects of the curriculum may be taught out of mainstream in either small groups or 1:1 • ☐Pupil's curriculum is personalised and pupil may be dis-applied from some aspects of the national curriculum • ☐Activities focus on key skills and Social, Emotional, Behaviour al outcomes throughout the school day.- SEAL skills embedded in curriculum • ☐Balance shifts to most lessons accessed with some support • ☐Pupil requires an alternative to mainstream education • ☐Learning experiences and support address significant social, emotional and behavioural needs/learning needs.	• ☐Targeted intervention employing a range of strategies • ☐Individual Social, Emotional, Behaviour skills programme • ☐1:1 and small group teaching • ☐Alternative provision appropriate to need • ☐All additional resources and exceptional arrangements are referenced in a personalised provision map, necessary evidence for requesting statutory assessment • ☐Learning Centre or PRU placement following decision by inclusion/management group panel Personalised to the specific needs of the pupil • ☐Advice available from relevant specialist services • ☐Placed in PRU or special school • ☐Out of Area in **exceptional** circumstances

Note

This document, inspired by Education Bradford's Behaviour Support services ESB/Five level model, was produced to meet the demand for a greater consensus and consistency in identifying and providing for social, emotional and mental health needs. When considering pupils for provision beyond the school, the criteria met should be evidenced and discussed at Partnership levels with advice and guidance from the SEMH team/ Exclusions Team and ASPIRE Pupil Referral Unit.

- Phase 1 should be managed by schools in addition to the school Behaviour and Inclusion Policies
- Phase 2 should be managed by schools, with referrals early help/ other agencies. A range of wider assessments should be considered and undertaken to support the student.

Phase 3 should be managed by schools, the partnership, AP and PRU.

Behaviour Threshold frequency and severity report to be used as indicators to levels of need:

Name of Student	**Date of Birth**	**Name of School**	**Name of referring teacher**
LAC	**SEND Support**	**EHCP**	**Attendance**
Name of person completing document		**Contact details**	

Summary of Student Behaviours	
Summary of Support at Each Phase	**Impact of Support at Each Level**
Phase 1	
Phase 2	
Phase 3	

Anti-Bullying Policy

Introduction

Woodsetts and Anston Brook Federation recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents/carers and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at our schools. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-bullying Co-ordinators - Mrs. Sinead Willey or Mrs Audrey Bacon. We celebrate diversity and promote cohesion within our community.

What is bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Definition from Anti Bullying Alliance:

> 'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these are explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture

- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The school actively encourages its pupils to be good citizens at a school, local, national and global level. This includes respect and tolerance for differences between races, religions and individuals. We encourage our children to celebrate the richness that diversity brings, embracing the Fundamental British Values of respect and tolerance for different faiths and individual liberty.

The following are examples of bullying behaviours:

- Verbal *e.g. name-calling, making offensive comments, taunting*
- Physical *e.g. kicking, hitting*
- Emotional *e.g. spreading hurtful and untruthful rumours, excluding people from groups*
- Cyber *e.g. inappropriate texting/emailing, inappropriate use of MSN/Facebook e.g. sexting*
- Written *e.g. ridicule through drawings and writing e.g. on planners/PC's*
- Incitement *e.g. encouraging others to bully*
- Extortion *e.g. demands for money or personal property*
- Damage to Property *e.g. theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours.

The impact of bullying

Research confirms the destructive effects of bullying on young peoples lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Signs that someone is being bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and be investigated.

ANSTON BROOK AND WOODSETTS FEDERATION ANTI-BULLYING STRATEGY

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences (Anti-Bullying week and assemblies)
- Appoint a designated member of staff as anti-bullying officer (Rebecca Holland)
- Appoint an Anti-bullying Governor (Stevie Hobson)
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrator's parents/carers will be informed.
- Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to, acknowledging that they are sometimes themselves victims of bullying and abuse

- Ensure that strategies are put in place to support individual needs

- Ensure perpetrators are consulted, and kept involved and informed

- Implement appropriate sanctions and learning programmes for example:

  - counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
  - fixed periods of exclusion
  - permanent exclusion (in extreme cases)

How we will work with bystanders

- Ensure that they are listened to

- Ensure that strategies are put in place to support individual needs

- Implement appropriate learning programmes and awareness-raising about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Peer mentoring
- Mediation
- Circle of Friends
- Support from external agencies e.g. Rotherham Mind, Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers/carers to report incidents of bullying, including who to actually report the concern to..

- every opportunity is given to parents/carers/carers to share their concerns.

Where a parent/carer is dissatisfied with the school's handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed Complaints Policy will be invoked.

If after following the schools formal complaints procedure the parent/carer is still dissatisfied, they should follow the Local Authority complaints procedure.

How we will support staff

We will ensure appropriate agencies' contact details who can support staff are available e.g. Westfield Counselling Helpline 0800 092 0987, Education Support Partnership free helpline 08000 562 561, Human Resources and Union Representatives. Staff should follow the school's Grievance Policy if they feel they are being bullied or discriminated against.

Support agencies we may consult

Anti Bullying Development Officer – Sue Horton Rotherham MBC
Susan.horton@rotherham.gov.uk Tel: 01709 823688

Rotherham MIND: 01709 367 648

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Childline – advice and stories from children who have survived bullying
08000 1111 WEBSITE

Bullying on line **www.bullying.co.uk**

Parentline Plus – advice and links for parents/carers www.parentlineplus.org.uk
08088002222

Parents/carers Against Bullying 01928 576152

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

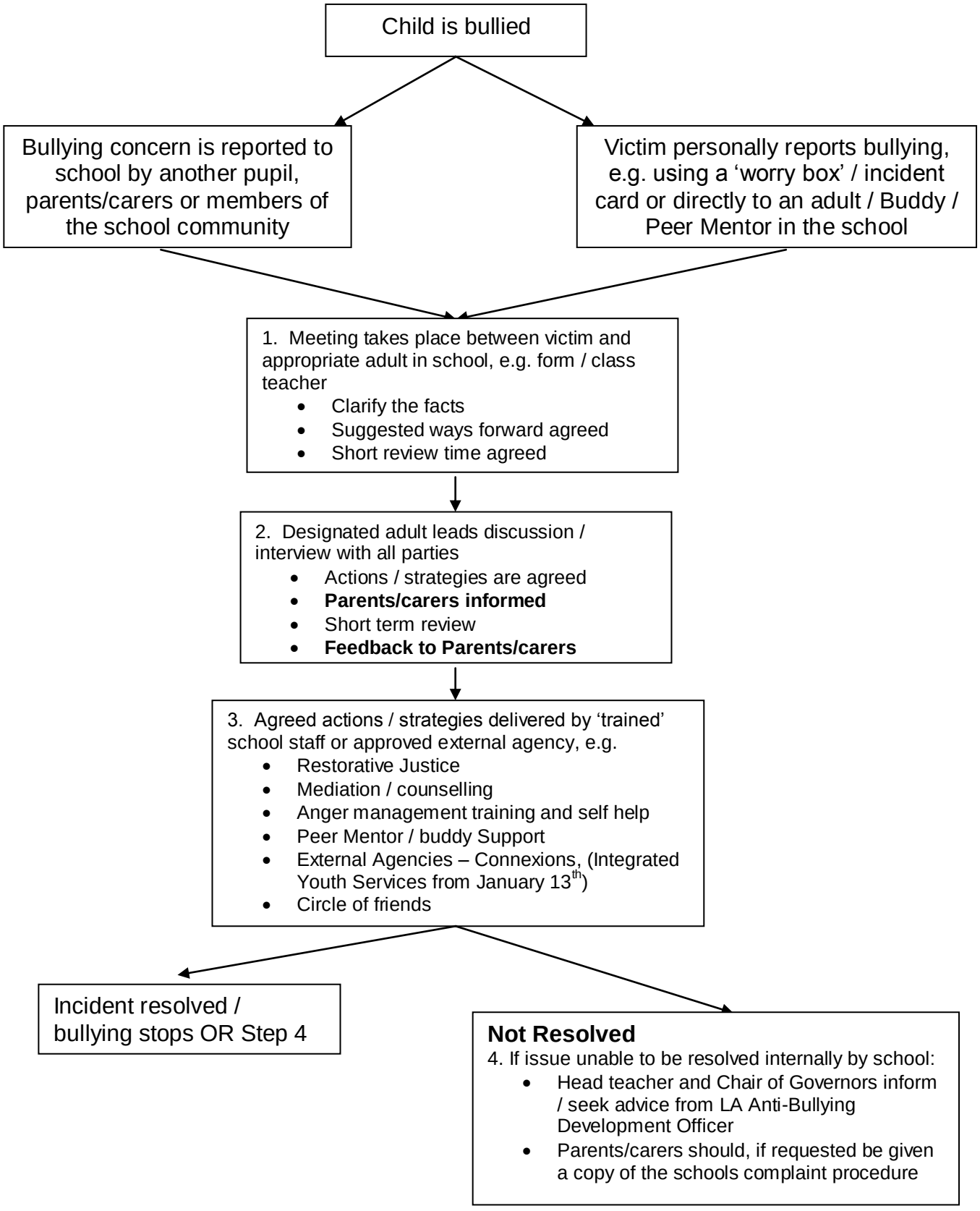
Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents/carers – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents/carers

Appendix 1: Recommended procedures in school for reporting bullying: pathways of help

(All schools will have their own referral procedures. It is important to provide feedback to both Parents/carers/Carers and pupil on an agreed basis)



Policy Reviewed on: April 2018

Policy updated on: April 2018

Policy agreed by: _____ (Please sign)

_____ (Print name)

_____ (Designation)

_____ (Date)

Agreed by the Governing Body: _____

Policy to be revised on: AUTUMN TERM 2018