



POLICY AND PROCEDURES

For Promoting positive attitudes, values and behaviour

RESPONSIBILITY: School Leadership Team (SLT)

EVALUATION: ANNUALLY

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Introduction

This document is a statement of the aims, principles and strategies for positive behaviour at The Royal School.

The legal framework

Section 89 of **The Education and Inspections Act 2006** establishes that governors must make, and from time to time review a written statement of general principles to guide the Principal in determining measures to promote good behaviour and discipline and the well-being of the children in their schools. This must be communicated to all children, school staff and parents. It also gives Principals the ability to ensure that children behave when they are not on the school premises or under the lawful control of school staff and where unacceptable behaviour occurs outside school and impacts on the safety and well-being of the children in school and is reported to school staff it should be investigated and acted on.

The Education and Inspections Act 2006 also provides for school staff to have a legal power to use reasonable force to prevent children from hurting themselves or others, from damaging property or from causing disorder.

Under **The Children Act 1989** a bullying incident should be addressed as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

The Equality Act 2010 introduced a public sector Equality Duty with which schools are required to comply. Schools are required to eliminate unlawful discrimination, harassment and victimisation.

Although bullying in itself is not a specific crime, under **The Malicious Communications Act 1988** it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety.

The 2011 Education Act provides for Principals and staff authorised by them to search children, without consent where they suspect children are in possession of certain prohibited items.

The policy is reviewed annually each Summer Term. The executive summary defines the outline of the document, its purpose, rationale, key principles and broad actions (aims) as well as Governors' level of monitoring and evaluation of the effectiveness of the internal management and delivery of the policy and its practices.

The views of parents and pupils are sought through questionnaires and feedback following significant incidents.

Purpose

The purpose of this document is to:

- outline our commitment as a school community to promoting positive behaviour
- provide environments where learning and teaching are effective and create positive impact for the individual and the whole community
- give clear definitions of desirable and unacceptable behaviour
- outline our recognition for both positive and negative behaviour detailing the consequences (sanctions)
- provide a clear framework of procedures
- promote good and consistent practices in behaviour management

Aims

- To encourage a calm, purposeful, happy and safe atmosphere within our school.
- To develop a real understanding of personal rights and responsibilities.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To promote respect for all and an intolerance of poor behaviour, bullying and any form of harassment.
- To promote increasing independence, personal behaviour management and self-regulation so that each child learns to accept responsibility for his/her own behaviour.
- To promote proper regard for healthy relationships, pupil to pupil; adult to pupil; pupil to adult.
- To reinforce the difference between right and wrong through healthy choices.
- To have a whole school, consistent approach to behaviour with parental cooperation and involvement.

Policy to promote positive attitudes, values and behaviours.

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- To agree boundaries of acceptable behaviour clearly and to ensure safety through an ongoing process of consensus around class and school codes and consequences.
- To raise awareness about appropriate and acceptable behaviour in a range of environments.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

This document is written for the benefit of all members of the school community, for all to understand the policy of the school and to apply it consistently and fairly.

This Policy applies when the pupil is in school but also when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or to behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Principles

Underpinning our schools', high-quality learning environments are our five core values of Trust, Respect, Initiative, Community and Risk.

Related documents:

Curriculum Policy (including Learning, Teaching and Assessment)
 Policy for Inclusion
 Policy for SMSC development
 Home School agreement
 Safeguarding policy

Roles and Responsibilities

Pupils' responsibilities are:

- To know and follow the class and school codes of conduct
- To be organised - wear necessary kit, take letters home promptly, return reading books regularly, complete homework on time, keep homework in good condition
- Take more responsibility for their learning as they get older.
- Understand and regulate their own responses to their environment and relationships
- Develop and use skills to manage their feelings and emotions in an age-appropriate way.

Parents' responsibilities are:

- to show an interest in all that their child/children does/do at school
- to be aware of and support school rules and expectations
- attend progress meetings, review meetings and assemblies
- to support all home learning activities
- to support the school's framework for social education
- to support the school in implementing and maintaining the policy and the home-school agreement
- to provide a good example for behaviour at home
- to ensure good attendance (98%+) and punctuality at school
- to take family holidays outside term time.
- to support the school uniform guidance to keep school informed about any change in family/personal circumstance or behaviour of their child/children which may impact on their school experiences
- to accept responsibility for the conduct of their children at all times

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Class teachers' responsibilities are:

- To create a consistent and safe learning environment
- Teach positive behaviour through the language of choice
- To teach respect by treating children with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships
- To use consequences and sanctions clearly and consistently
- To liaise with pupils tutors, Heads of House and where relevant the SENCO in order to update them on individual children's needs.
- To monitor and address lateness and attendance in a supportive manner
- To keep a record of behaviour for children in their class who need additional levels of support.
- To actively support and monitor behaviour through any active IBPs (Individual behaviour plan).

Middle leader's responsibilities are:

- To provide clear leadership and support for the class teachers in implementing policy
- To liaise with and support staff
- To liaise and communicate with parents and the VP (as required).
- To contribute to the implementation of behaviour management systems
- To share good and effective practice.
- To uphold systems for dealing with behaviour issues.

Vice Principals' responsibilities are:

- To provide clear leadership and support for the school's behaviour policy.
- To liaise with and support class teachers
- To liaise and communicate with parents and the VP (as required).
- To ensure the school's policies and processes are being carried out consistently and to good effect.
- To foster, lead and sustain an atmosphere of positive relationships and effective communication.
- To share good and effective practice.
- To uphold systems for dealing with serious and persistent behaviour issues.

The SENCO responsibilities are:

- To liaise and communicate with staff and parents in line with the school's system for behaviour management.
- Support the teachers in setting, reviewing and implementing IBP targets at review meetings.
- Access relevant external and additional resources in order to meet children's more complex behaviour needs.

The Principal responsibilities are:

To ensure the health, safety and welfare of all children in the school by:

- Monitoring and implementing strategies which secure high standards of behaviour and attendance
- Supporting staff in the implementation of the policy
- Reporting to governors on the effectiveness of the policy
- Making informed decisions about fixed-term or permanent exclusions

Prefects, break and duty staff responsibilities are:

- To help to maintain a calm, safe and orderly environment throughout the lunchtime period.
- To build positive relationships with all children, treating them in a fair and consistent way.
- To liaise with the pastoral staff to keep up to date with individual children's needs.
- To inform staff about any emerging and potentially serious relationship issues.

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- To inform class/form tutors if children have caused conflict or not shown respect for midday supervisors' requests.

Governors' responsibilities are:

- To work with the Head and staff in formulating, implementing and monitoring the behaviour policy
- To ensure the school's behaviour policy promotes and achieves positive behaviour
- To support the Principal in the monitoring of attendance and exclusions of different groups of pupils including Looked After Children and those from ethnic groups.
- To form a Governors' Discipline committee which meets on a regular basis
- To recognise the qualities and abilities of interviewees in following the requirements of the behaviour policy during the selection process.
- to give weight to the professional advice being offered by LA Officers and the Principal regarding exclusions and transfers
- To establish clear procedures for dealing with attacks on staff by pupils, members of pupils' families and intruders.
- to take account of the physical requirements of maintaining behaviour when planning structural changes to the school and its environment

What we do to encourage good behaviour:

- Use some designated and planned class time to discuss and explore issues related to behaviour.
- Have clear expectations of good behaviour and positive attitudes – set shared and agreed boundaries and consequences, as devised, described and displayed in school and class codes.
- Discourage unsociable behaviour by providing mutual respect
- Encourage self regulation in all pupils - that is taking responsibility for their own actions and understanding and respecting others
- Set high standards of positive and healthy relationships in school
- Involve pupils in decision making by holding regular class and school council meetings
- Praise good behaviour both privately and publicly (through the school's behaviour systems)
- Be positive role models
- Offer guidance to children including praise and encouragement
- Offer a curriculum designed to motivate and engage each child
- Organise work areas strategically in order to facilitate independent working, safety and security
-

What we do to develop good partnerships with parents

- Demonstrate inclusive attitudes and actions
- Offer regular, informal contact with teachers and ensure they are always accessible to parents before and after school
- Provide good communication channels including the use of the parent app.
- Highlight the role and effect of our Home School agreement
- Hold regular parents evenings.
- Plan programme of open days, productions and PTA fund raising events
- Provide an induction programme for children entering the school both at Year 7 but within the year which involves home visits, where necessary. This includes an extended programme for those few not from our own primary school.
- Welcome other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- Have a clear policy for children with additional needs which involves parents from the outset
- Put procedures in place for the monitoring of homework through 'show my homework'.

Actions for providing children with opportunities to discuss appropriate behaviour include:

- School councils meet regularly to raise and discuss whole school and/or specific issues

- A programme of Personal, Social, Health Education and Citizenship designed to promote mutual respect, self regulation and social responsibility in addition to work on relationships and feelings
- A programme of Religious Education which includes ethical and moral issues.

Unacceptable behaviour, including bullying

Although we aim to encourage good behaviour, we recognise that there is a need for sanctions to register the disapproval of unacceptable behaviour.

Sanctions discourage inappropriate behaviour but they do not teach new, more appropriate behaviours, so they must not be relied on too heavily. At all stages it is important to remind the child of the class and/or school rules/values and why what they are doing is unacceptable. Children must also be informed about the relationship between their behaviour and the likely consequences.

Individual members of staff use their professional discretion and will take into account particular circumstances when deciding upon the appropriate sanction. The child will always be made aware of a misdemeanour and given the opportunity to make amends, e.g. apologise to someone who has been hurt.

Please refer to appendix 1 sanctions- procedures for unacceptable behaviour in the senior school, appendix 2 for the primary.

Bullying is behaviour by an individual or group, usually repeated over time that willfully hurts another individual or group and makes them unhappy. (Imbalance of power)

Bullying can be:

- Physical: pushing, hitting, kicking, punching or any use of violence
- Verbal: name-calling, sarcasm, making comments that are motivated by prejudice or actual or perceived differences on the ground of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities
- Indirect (Emotional): spreading nasty stories or rumours, hiding or taking belongings, ignoring or excluding others from groups, making threatening gestures
- Cyber bullying: sending unwanted, abusive or threatening text messages, phone calls, emails, photographs or video clips or the use of the internet to humiliate

Prejudiced based language is also unacceptable and will always be challenged by staff.

Bullying does not include one off aggressive acts on the spur of the moment, retaliation or accidental hurt caused through thoughtless acts or words.

We will:

- Take all bullying problems seriously, both of pupils and adults
- Investigate all incidents thoroughly
- Ensure that both victims and bullies are dealt with appropriately in line with this policy
- Keep written records of incidents, actions, outcomes
- Inform staff where a pupil is involved
- Inform appropriate staff where a member of staff is involved
- Ensure action is taken to prevent further incidents

Actions may include:

- Sanctions - see sanction plan
- Verbal and written apology from the bully to the victim and the family of the victim to reassure that such an issue will not happen again
- Inform parents of both bully and bullied
- Provide mentor support for victim and bully

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The school's complaints procedure (School Information) applies.

We want any child who feels they are being bullied to TELL someone. Children are encouraged to;

- Be proud of who they are
- Be assertive - saying 'NO!'
- Walk confidently away
- Go straight to a member of the school staff
- Tell any adult they trust straight away
- Understand that staff will take them seriously and will deal with bullies in a way which will end the bullying and will not make things worse for them.

The Royal staff are committed to achieving our objective and will be vigilant in identifying possible cases of bullying. See appendix for signs to look for.

Staff on playground duty have a responsibility to patrol the area and be vigilant. All pupils, particularly pupils who are known to staff, must be in sight at all times. Duty staff can determine these roles themselves once duty teams have been agreed at the beginning of each year.

Any child reporting any of the bullying behaviours described must be listened to and both their class teachers told in order that key patterns can be established.

Children who suffer bullying actions must know that action is being taken against the bully and that we are supporting them and responding immediately.

We have an open approach to discussing concerns which must help to reassure pupils that they are not alone.

Our provision for PSHE in school will be proactive in setting high standards for dealing with relationships and friendships. Guidance and support will be available for dealing with difficult situations appropriate to the age and maturity of the children, also through our PSHE programme.

Appendix 1 - Senior school

RSW - Behaviour for Learning

Recognising Positive behaviour

Verbal praise plus use of recognition board

(a recognition board is where a teacher adds the behaviour they want to see and when observed places the students name next to this and celebrates their success)

Expected contribution – by tutor

- Bringing all equipment daily
- 100% attendance weekly
- 100% punctuality weekly
- Wearing uniform correctly

Expected contribution – by teacher

- Following teachers' instructions immediately
- Completing red pen responses correctly
- Successfully improving work based on teacher feedback
- Handing my homework in on time
- Listening to others when they are talking

Person responsible – All staff

1 Achievement point

Expected contribution – by tutor

- Contributing to an assembly
- Volunteering for an activity
- Contributing positively to form time and around school

Expected contribution – by teacher

- Leading a discussion in class
- Actively supporting others in their learning
- Asking questions about their learning
- Excellent and detailed self-assessment
- Leading the beginning or end of the lesson
- Encouraging others in class.
- Producing homework above expectation

Person responsible – All staff

2 Achievement points

Expected contribution – by tutor

- Supporting someone overcoming a challenging situation
- Representing School at a major event
- Voluntary community work
- 100% attendance for a term

Expected contribution – by teacher

- Excelling in a significant piece of work
- Clearly revising well for tests/assessments so that good progress is made
- Consistently good progress between key assessment points.

Person responsible – All staff

3 Achievement points

Congratulations by Head of House/Head of Faculty

- Involvement in community events
- Commitment to the pupil council
- Organising a charity event
- Showing resilience in completing a task
- Empowering the learning of others. E.g. assisting the delivery of a lesson

Person responsible – All staff

Achievement points are recorded on SIMs. This is linked to the school gateway app and parents receive these instantly.

Bronze Award

Certificate in House assembly
Uniform badge

- Reaching 25 achievement points

Silver Award

Certificate in House assembly
Phone call home by the tutor
Uniform badge

- Reaching 50 achievement points

Gold Award

Certificate in Chapel
Uniform badge
Phone call home made by the HoH

- Reaching 100 achievement points

Principal's Award

Certificate in Chapel
Parents invited in for a meeting with the Principal
Uniform badge

- Reaching 150 achievement points

Further Recognition

- **Congratulations postcards can be** sent by the teacher upon the advice of any member of staff. They are sent out at the end of each week to arrive during the weekend.
- **Phone calls home** to recognise positive behaviour
- **'Star of the Week'** Nominated by staff and given to HoH. Names printed, weekly, in the newsletter
- **Academic and effort prizes** are presented at **prize day**. These are on recommendation by staff, pupils and families for recognition of a child's wider achievements as well as those attained within school.

Procedures for unacceptable behaviour

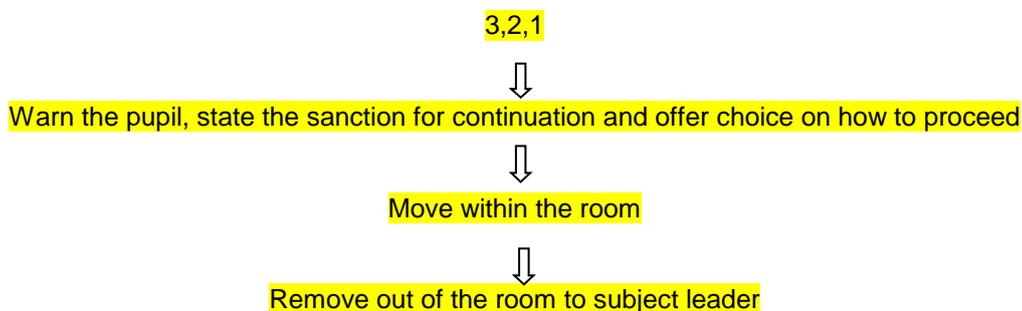
It is vital that, when dealing with unacceptable behaviour, all staff focus on the action – not the individual. Class and school codes are developed between adults and children at the start of each year, and this guides the children in making the right behaviour choices. Children who have Special Educational Needs may have their own systems for behaviour management, as appropriate to their needs (See Inclusion Policy).

The structure of **referral** for unacceptable behaviour which is inconsistent with class or school standards and expectations is as follows;

Staff Action

Staff will apply the agreed procedures to positively manage any behaviour which is unacceptable or which hinders learning for the rest of the class and/or prevents effective teaching from taking place:

Within the class teachers will apply the following:-



NB - Where necessary staff have the authority to escalate this. They will record steps 3 onwards on SIMs. Pupils will be given behaviour points for not adhering to the schools code of conduct. These will be recorded electronically on SIMS and reported on the school gateway app as well as learning cycle reports. Behaviour points are a record and not a sanction.

Senior school

RSW - Behaviour for Learning – Consequences

All linked to the school values, respect, trust, community, initiative and risk. These values are to be used each time we discuss the pupil's behaviour.

C1.

E.g.

- Lack of RESPECT – Talking when the teacher or anyone else is talking, Eating in class, late to school (x2 late = a break detention)
- Lack of TRUST – Using a mobile phone during school hours **
- Lack of COMMUNITY - Poor uniform, Dropping litter,
- Lack of INITIATIVE – Not having the required kit/equipment



Person responsible – Staff member, who will also record on SIMs and mark as resolved

** A phone will be confiscated and on the first occasion returned at the end of the day. On the second occasion parents will need to collect.

C2.

E.g.

- Lack of RESPECT – Putting other down, distracting others
- Lack of TRUST – Failure to complete homework, failure to complete classwork to pupils highest standard,
- Lack of COMMUNITY – Being un-cooperative with another pupil or groups of pupils
- Lack of INITIATIVE – Passing on responsibility



Person responsible – Staff member, who will also record on SIMs and mark as resolved

C3. Senior - 40 minute lunch reparation meeting. Led by ELT

Parent/carer contacted via SIMs app
HOF informed.

Student completes written restorative work (Appendix 10) and then uses their work with the member of staff who administered it.

E.g.

- Lack of RESPECT – Antagonising another pupil verbally, late to lesson
- Lack of TRUST – Being out of bounds, Lying about an incident
- Lack of COMMUNITY – Not supporting each other and openly being negative
- Lack of INITIATIVE – Having to be continually told to stay focussed and start or continue with work



Person responsible – Staff member, who will also record on SIMs and mark as resolved. Staff member to attend for a restorative conversation with the student.

C4. Senior - 60 minute Friday detention

Parent/carer contacted through a letter

Student completes written restorative work (Appendix 10) and then uses their work with the member of staff who administered it.

E.g.

- Lack of RESPECT – Refusal to follow direct instructions
- Lack of TRUST – Truancy from Lessons, 30 minutes accumulated 'lates' during one week
- Lack of COMMUNITY – Being negative towards another pupil on social media



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Person responsible – staff member to request through HoH. Staff member to attend for a restorative conversation with the student.

C5. Senior - Isolation

Formal Verbal/Written warning from HoH. Parent/carer contacted by HoH

SLT Detention (Saturday morning)

VP - CB informed

E.g.

- Lack of RESPECT – Confrontation with staff
- Lack of TRUST – Leaving school grounds without permission, attempting to gain access to restricted areas of the school IT network
- Lack of COMMUNITY – Deliberate damage to school property/premises, abuse via social media towards another child
- Lack of INITIATIVE – Not using the support in place to improve behaviour

Person responsible – HoH. HoH to attend for a restorative conversation with the student.

C6. Fixed term exclusion

Formal written warning from the Vice Principal

Meeting with parents/carers

Governors informed

E.g.

- Repeated or extreme behaviour issues and non-adherence to school code of conduct

Person responsible –VP (CB), Principal and governors

C7. Permanent exclusion

- Extremely serious incident or persistent misbehaviour which is adversely affecting the education of others and non-adherence to the school code of conduct.

Person responsible – Principal and governors

Appendix 2 - Primary behaviour

Positive behaviour

Achievement point chart

25	Achievement points = Bronze Certificate
50	Achievement points = Silver Certificate
100	Achievement points = Gold Certificate

Achievement points are given for outstanding work or exceptional performance

House Points

House Points are given for demonstrating school values in or out of the classroom. These are collected each week and totalled for a winning house to be named in assembly.

Courtesy Badges

A child may earn a courtesy badge for consistently demonstrating outstanding behaviour and manners towards others. It is not assumed that all children will be attain this award, although it is open to all.

Playground Buddy Badge

This badge is awarded to any child who takes on the role of a playground buddy more than 5 times in each year.

Attendance

Each week the top 3 classes for attendance will receive double house points all week. Any class that achieves 100% attendance will receive a certificate for the classroom door.

Children who achieve 100% attendance each term will receive a certificate for this.

Congratulations postcards

These are sent by the Head Teacher upon the advice of any member of staff. They are sent out without the child or parent being previously notified. They are addressed directly to the child.

'Star of the Week' award is presented to an adult or class nominated pupil who, for whatever effort, achievement or event stands out from his/her peers. Names printed, weekly, in the newsletter.

Procedures for unacceptable behaviour

It is vital that, when dealing with unacceptable behaviour, all staff focus on the action –not the individual – so that all pupils understand that it is the behaviour not the child that is unacceptable. Class and school codes are developed between adults and children at the start of each year, and this guides the children in making the right behaviour choices. Children who have Special Educational Needs may have their own systems for behaviour management, as appropriate to their needs.

Any awards or prefect/school council/vice-captain/captain roles may be lost by a child if their behaviour falls short of expected standards. They may also be withdrawn from representing the school in sporting or other activities for this reason.

Our procedures integrate the LA 'Toolkit' and behaviour pathway processes and procedures. The structure of **referral** for unacceptable behaviour which is inconsistent with class or school standards and expectations is as follows;

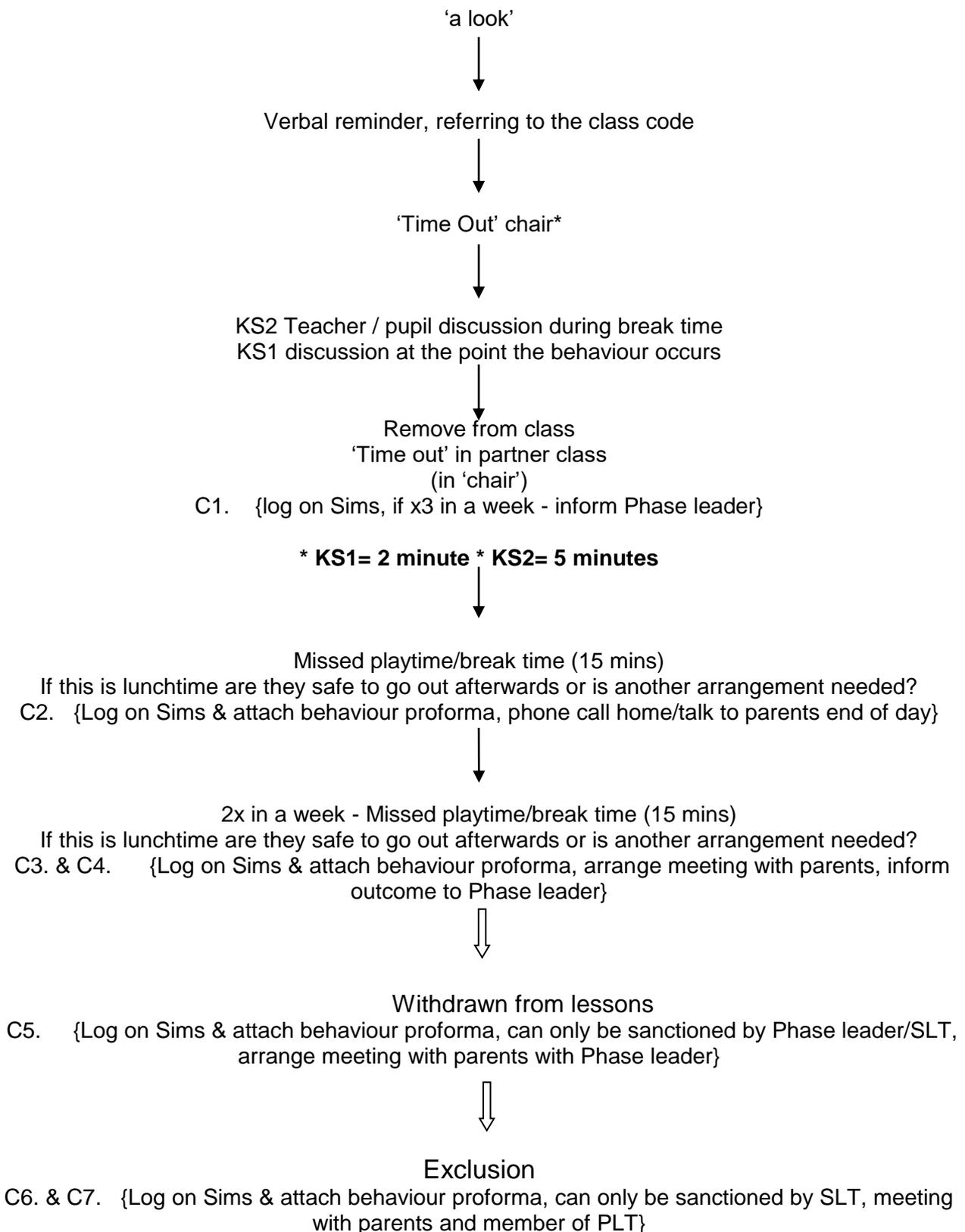
Teacher Action (classroom)

Class teachers will apply the agreed procedures to positively manage any behaviour which is unacceptable or which hinders learning for the rest of the class and/or prevents effective teaching from taking place:

FKS – The Behaviour Rocket



KS1 and KS2



Teacher/TA/LTS action (playground)

The following procedures will be applied to provide safe and happy playtimes for all

Request to comply, referring to school / class code



Verbal warning



KS2 – asked to reflect on safer play with another member of staff
KS1 - Child to walk with duty teacher for 5 mins.

In KS1 and KS2, staff on duty to report behaviour to teacher through an individual behaviour log entry. Blank copies are in the staff room.



Class teacher to collate logs, then refer to Behaviour Pathway if a child is causing concern.

Staff are expected to use their professional judgement before sanctioning a child for being in the wrong area unless this is persistent/dangerous e.g. a child playing in sand should be reminded of procedures and sent elsewhere.

Dangerous and unsafe play and any form of bullying are not tolerated and immediate and appropriate action should be taken. The above procedures do not have to be followed in sequence – if behaviour achievement points it then the sequence can be short circuited to ensure the safety of all concerned.

All serious behaviours and physical attacks; child to child; child to adult; must be reported to the Principal, directly or via the senior leadership team or phase behaviour leads. These can result in a fixed term or permanent exclusion.

APPENDIX 3 - Exclusions

Any exclusion will depend upon;

- ◆ The actual behaviour
- ◆ Whether provocation was a factor leading up to the incident
- ◆ The severity of the action and whether the perpetrator was out of control or not.

An unprovoked attack will normally result in **at least** a 1 day fixed term, formal exclusion and will be reported to the Governors' discipline committee.

A reintegration meeting will take place with the child and family before re-admission to school. Support will also be provided for the child and the family of the child who was attacked.

Our duty is to support all pupils –

**Some need greater support,
Some need less,
Some just need reminding.**

For pupils deemed to require support that goes beyond the above procedures, additional procedures will be put in place in discussion with the class teacher (see Policy for Inclusion and associated procedures).

The confidential nature of such procedures ensures that the child and their families have the opportunity to work alongside school in a supportive and inclusive ethos in order that effective learning may resume. As a school we reinforce confidentiality at all times. The school takes account of DfE guidance and advice and seeks LA support in the delivery of consequences arising out of unacceptable behaviour. Exclusion, a fixed term or a permanent exclusion.

A decision to exclude would only be taken after full consideration and for serious actions such as:

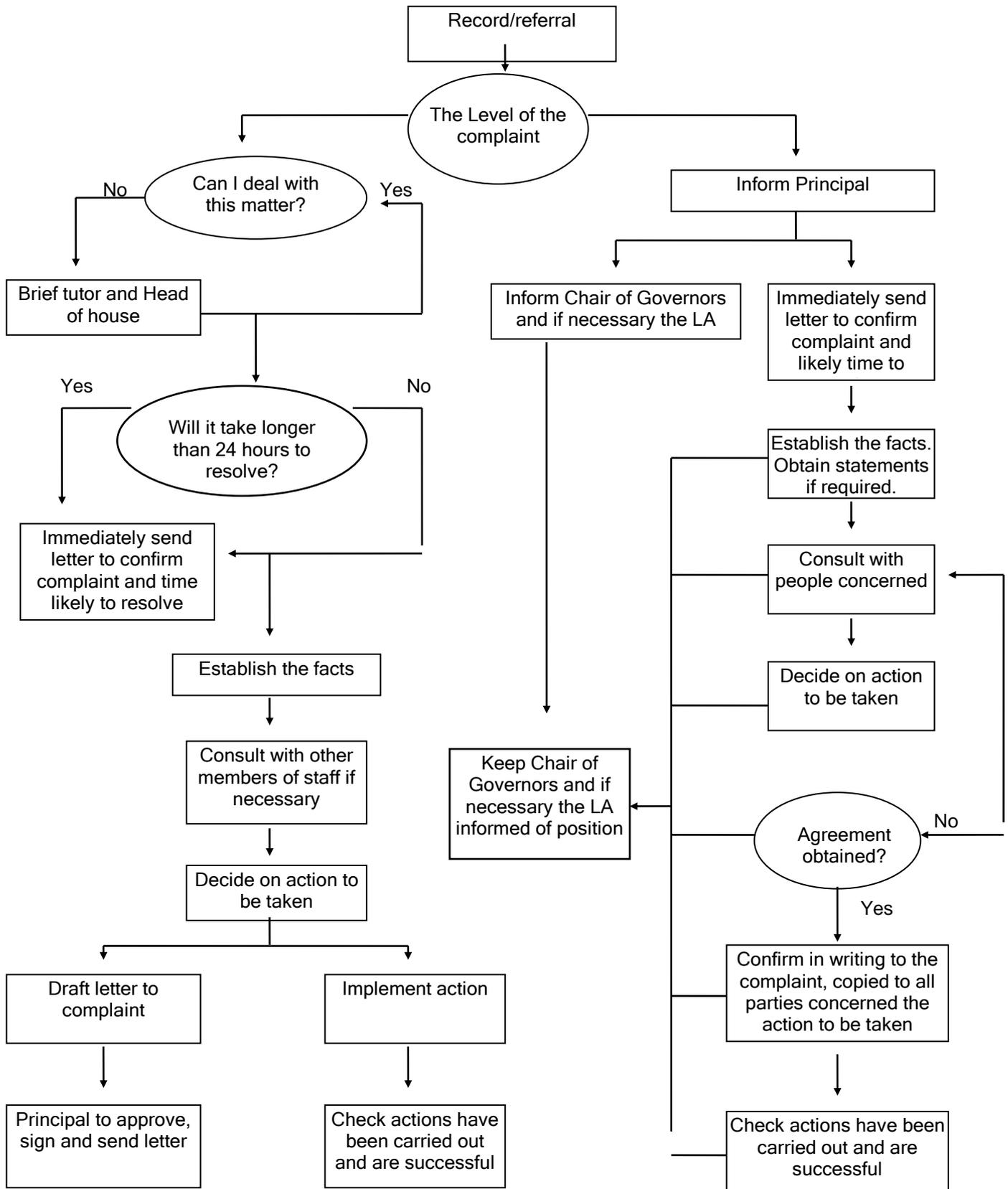
- Physical assault on another child or member of staff
- Behaviour which wilfully places another child or a member of staff at serious risk of harm
- Constant disruption to the education of other children where other interventions have had no effect
- Deliberate and wilful damage to school property or the property of others

The school will follow the most recent LA guidelines for exclusion.

If exclusion is decided to be appropriate the consultation by Principal with Chair of Governors and parent(s) concerned will be undertaken. Letters to all parties will confirm the decision and explain their rights of appeal.

APPENDIX 5

Routine for Dealing with a Complaint (or concern)



APPENDIX 6

Use of Physical Restraint in the Management of Learning and Play

Legal Framework

All members of staff, in school, and adults who are temporarily in charge of children on an organised school visit, have a legal power to use reasonable force.

At The Royal School we have regular and cyclical training in 'positive handling and physical intervention' through certification. .

Physical contact may occur under many circumstances (e.g. physical prompts, providing comfort). Staff should not feel inhibited in providing such support. This guidance only applies to those incidents where a member of staff needs to restrain a child in order to keep another child/ adult safe and would use no more force than is necessary. Physical restraint should avert danger by preventing or deflecting a child's action or perhaps removing a physical object which could cause harm to self or others. It is only likely to be needed if a child appears to be unable to exercise self –control of emotions or behaviour. The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

(The use of reasonable force meaning using no more than needed)

Aims

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.

Principles

- All staff need to be clear about how they can manage crisis situations competently, confidently and safely.
- We have an obligation to provide on-going training appropriate to these responsibilities
- Restraint can cause injury and risk to those involved and must be avoided wherever possible. The successful and effective management of the learning and play environment is paramount and all adults must make a positive environment and climate their priority.

Risk Assessment

Although most children at The Royal School will never require any form of physical restraint, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessment.

We will attempt to reduce risk by successfully managing;

- the environment
- body language
- the way we speak
- the way we act

We will complete a risk analysis in particular for our more vulnerable children within the school and put in place strategies to minimise these risks in identified and 'problematic' areas of our school environment e.g. rotas for equipment use; securing areas as 'out of bounds' until changes have been made to secure safe play. All behaviour plans will be agreed with parents and carers.

The school will consider children with SEN' or disabilities or with medical conditions the risks carefully and recognise the additional vulnerability of these groups.

If we become aware that a pupil is likely to behave in a disruptive way we will plan responses e.g. behaviour audits, behaviour plans, involvement of family, involvement of early help.

Procedures

All staff, with the responsibility to physically restrain (i.e. all teaching staff, boarding team and child specific assistants) will follow the procedures and strategies as delivered in training and described within our manuals and on the website.

Recording

Staff will record any incident of restraint on the agreed proforma and pass to the Principal.

Reporting

Incidents of restraint are reported to parents/carers and to Governors' discipline committee at the first meeting of each term, for the previous term.

Complaints

Any complaint or concern raised by an incident of restraint will be dealt with in line with our agreed and annually reviewed, Compliments, Concerns and Complaints Policy and procedures.

APPENDIX 7 (for both Senior and primary)

Use of Force or Restraint - INCIDENT RECORD

Pupil details:
Date, time, location of incident:
Names of staff and adults involved (directly or as witnesses)
Details of other pupils involved(directly or as witnesses),including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons:
Description of incident by staff involved, including any attempts to de-escalate and warnings given that force may be used:
Reason for using for and description of force:
Any injury suffered by staff or pupils and any first aid and/or medical attention required:
Reason for making a record of the incident:
Follow-up, including post-incident support and any disciplinary action against pupil(s)
Any information about the incident shared with staff not involved in it and external agencies:
When and how those with parental responsibility were informed about the incident and any views they have expressed;
Has any complaint been lodged? Do not include details here.
Principal:..... Date:.....

Appendix 8 - Bullying

The following signs may give an indication that a child is being bullied:

- Refusal or unwillingness to attend school or truancy.
- Feeling ill in the morning
- Deterioration in school work and concentration levels.
- Withdrawal from social situations; refusal to socialise, start stammering
- Come home regularly with torn clothing, books destroyed or possessions lost
- Avoidance of certain children or activities e.g. not going to an after school activity
- Become distressed or anxious, have a loss of appetite or complaining of frequent stomach aches or feeling sick.
- Harsh self-criticism; holding persistent negative views of themselves e.g. 'ugly' 'stupid' 'failure.'
- Personality change, moodiness, depression, or aggression.
- Sleeping difficulties or nightmares or bedwetting.
- Have unexplained cuts or bruises
- Attempts to change their appearance e.g. refusal to wear glasses or certain items of clothing.
- Angry outbursts, bullying behaviour towards a sibling, parent or friend.

These signs may possibly indicate bullying, but there could be many other reasons for these changes. Noticing these signs is a good starting point for talking to your child to find out more. Could there be something else bothering them? Have there been changes in your family, or other incidents that may have upset them? Opening up communication with them in a non-judgmental way is important whatever the reason.

What should I do if I think my child is being bullied?

- Bullying is a serious problem and can be very upsetting for both you and your child so it must be taken seriously.
- Bullying is frightening and children may find it hard to talk about being bullied or bullying others so it is important that you listen to your child calmly without interrupting and give them time to express their feelings, which may be different from your feelings as a parent. Talking about their situation and feeling listened to can lessen many of your child's worries.
- Find time to sit down with your child to talk to them about how they are feeling
- Make a note of what your child says has happened, who was involved, how often the bullying has occurred and specific details of incidents, or ask your child to keep a diary. Give your child a say in how they would like the situation to be dealt with, but be clear that it is important the bullying stops and that the school will be involved if there are any further incidents
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Make an appointment to see your child's teacher in the first instance and as soon as possible. Give us any details you have in order that we can investigate the incident. If the incident involves cyberbullying, it is important that your child keeps a record of any text messages, emails or conversations that have taken place online wherever possible. Such records can further assist us in investigating the incident.
- Give us time to investigate the situation thoroughly and to respond to the situation in an appropriate manner. We will inform you of the outcome of the investigation
- In the meantime keep supporting your child.
- Encourage your child to continue attending school. This will help maintain any positive friendships your child has.
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- ***Praise and encourage your child and explore ways in which you can empower and help them to build or re-build their confidence. This may be by undertaking a new activity or just spending more time together. This may help your child feel confident enough to deal effectively with any bullying***

they encounter in the future. Their increased confidence may also have the effect of dissuading other children from any attempt to bully your child.

What should I do if I think my child is bullying others?

- Talk with your child and explain that what he/she is doing is unacceptable, and makes other children unhappy
- Find out if there is anything that is troubling them and try to suggest ways to sort it out
- Explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how we can work together to stop him/ her bullying other
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

Appendix 10

Reflection of my behaviour

Name.....

House.....

What do you think happened?

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How do you feel about this?

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How has it affected others? How have you made them feel?

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What will you do differently next time?

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Signed

Date.....

Appendix 11

SCREENING, SEARCHING AND CONFISCATION

The Principal and staff authorized by the Principal have a statutory power to search children, or possessions, without consent where they suspect the child has a “prohibited item”. Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs including classes of 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

Parents may be informed and the incident will be logged. Where weapons or illegal drugs are found, the police may be informed. In case of illegal drugs a drugs test maybe carried out.

DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Children that are found to have made malicious allegations against teachers and other staff, are likely to have breached our behaviour policy and sanctions will be applied.